

**THE EFFECT OF USING CONTEXTUAL CLUE
ANALYSIS TO INFER WORD MEANINGS ON
STUDENTS' READING COMPREHENSION ABILITY IN
SMA NEGERI 4 YOGYAKARTA**

A THESIS

**Presented as a Partial Fulfillment of the Requirement for the
Attainment of the Bachelor Degree in English Education**

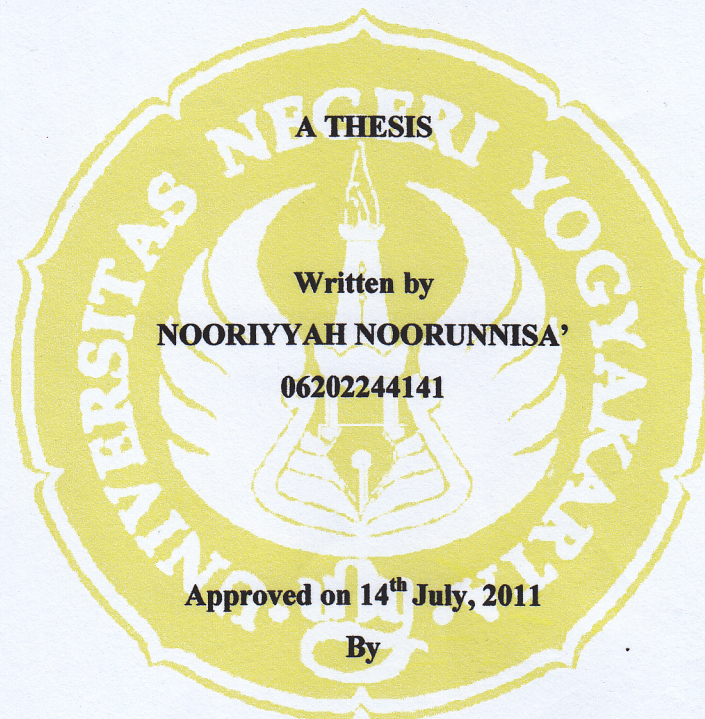


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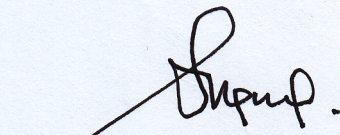
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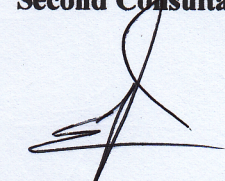
**THE EFFECT OF USING CONTEXTUAL CLUE ANALYSIS TO INFER
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ABILITY IN SMA NEGERI 4 YOGYAKARTA**



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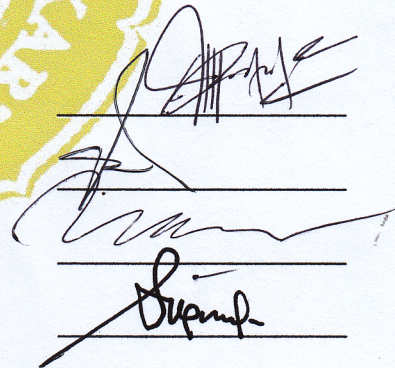
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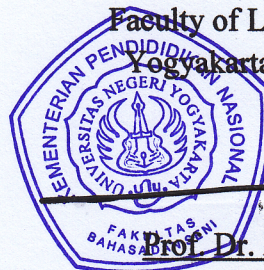
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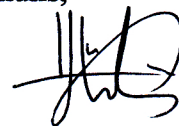
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adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2011

Penulis,



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QUOTES

“Successful indeed are the believers.” (QS. Al-Mu’minun: 1)

“Verily, along every hardship is relief.” (QS. Ash-Sharh: 5)

“Believe you can and you’re halfway there.” (Theodore Roosevelt)

“Don’t be afraid of the shadows, because not far from you, there is a light.” (Taken from the movie “City Hunter” – A Korean Drama)

“The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty.” (Winston Churchill)

Dedication

This thesis is especially dedicated to:

🌀 My beloved parents,

🌀 My sisters,

🌀 My best friends,

for their huge love and support.

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Alhamdullillahirrobbil'alamin,

Praise to Allah SWT, the Most Gracious and the Most Merciful, for the strength and blessings so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis. My appreciation and gratitude are intended for:

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, July 2011

The writer,

Nooriyyah Noorunnisa'

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ABSTRACT

This experimental research study is intended to find out whether there is any significant difference in terms of reading comprehension improvements between the students who are taught by using contextual clue analysis to infer word meanings and the students who are not taught by using contextual clue analysis to infer word meanings in SMA Negeri 4 Yogyakarta.

This study involved 66 students of Grade X in SMA Negeri 4 Yogyakarta as the subjects of the study. There were 32 students in Class X B and 34 students in Class XD. Class XD was chosen as the experimental group while class XB is the control group. The experimental group was given contextual clue to infer word meanings as a reading strategy in the treatment whereas the control group was not taught by the strategy. The data of the pre-test and post-test of both groups were analyzed by applying descriptive and inferential analysis. The *t*-test was used to know whether the hypothesis was accepted or not.

The results of the data analysis are presented in the following items. First, the mean score gained by the experimental group in the post-test (80.82) is higher than the mean score gained by the control group (74.97). Second, there is a significance difference between both groups proved by the *t*-test analysis result. The value of *t*-observed of the test (t_o) is 2.817 and the value of *t*-critical in the table (t_t) is 1.998. The t_o is higher than t_t so the data of this research is considered to have a significance difference. Therefore the hypothesis of this research "there is a significant difference in students' reading comprehension ability between those who are taught by using contextual clues analysis to infer word meanings and those who are not" is accepted. This means contextual clue analysis to infer word meanings is believed to be an effective strategy to improve students' reading comprehension ability.

CHAPTER I INTRODUCTION

A. Background of the Study

Language is an important means of how humans communicate with each other. Of the four language skills that learners need to acquire, reading is the most important skill to be learned in Indonesia. English in Indonesia is mostly a language of written communication, for example imported novels, information from the internet, international journal, and many others. Reading is one of the ways for people to depend on to get resources for learning and communication. It is not only a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain an understanding of the foreign culture. It is also an important activity for expanding knowledge of a language (Patel & Jain, 2008: 114).

Reading itself has been described as the process of constructing meaning from written texts that depends on the background of the reader, the purpose for reading, and the context in which reading occurs (Rasinski, 2000: 1). For students, the reading purpose is to comprehend texts. Beck, McKeown and Kucan (2002) recognize that since the early days of research on reading, a strong relationship has been acknowledged between vocabulary and comprehension. Comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head.

It is clearly the purpose of reading and of learning to read (Smith, 2004: 13).

Reading can be challenging for students especially when the material is unfamiliar, technical, or complex. They may understand each word separately, but linking them together into meaningful ideas sometimes becomes a problem. If students consistently encounter words within a text that they are unfamiliar with while reading, they are not going to be able to comprehend the passage as a whole (Rupley & Nichols, 2005: 239).

As in School-Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, reading is one of the basic skills that become the major focus in English learning in Indonesia. High school students need to understand English essays, passages or articles in order to get the information inside the texts to be successful in their reading. Although reading gets the prior instructions in class, Kamil (2003: 2) states that the reading scores of high school students have not improved over the last thirty years.

One of the methods in teaching vocabulary in school is to list the difficult words in the passage and the teacher discusses the meaning of the unfamiliar words before the students read the passage. Using dictionary to find the meaning of unfamiliar words also becomes a choice. Dictionary is very helpful for students to find the instant meaning of a word but “asking students to look up words in the dictionary and use them in a sentence is a

stereotypical example of what students find uninteresting in school” (Beck, 2002: 13).

There are ways for the students to maximize their reading ability. Using reading strategies is one of them that may contribute to overall comprehension performance. Students can less relying on their teacher if they implement the strategy while reading. Strategies can help the students to become more independent by trying to pass through difficulties in reading by themselves. Reading teachers and programs explicitly teach such reading strategies to handle the challenges of reading obstacles (McNamara, 2007: 4).

The application of contextual clue analysis in reading as a reading strategy, according to some researchers, is effective to improve students’ reading comprehension. Jensen (2009) states that explicit context clue instruction is effective in improving students’ abilities to determine the meaning of unknown vocabulary words. Furthermore, Masnunah (2010) notes that the use of context clues is very helpful for the readers to understand unknown word that they found in reading text because the readers can guess the meaning of unknown word by looking for the clues in the text.

The facts above encouraged the researcher to conduct a research on reading ability by using contextual clue analysis to infer word meanings that can improve the reading comprehension ability of the students.

B. Identification of the Problem

There are some components which can influence the reading comprehension of the students. The elements that are identified to be the problems in students' reading comprehension are the complexity of the text, students' limited knowledge of word meanings, the poor knowledge of reading strategies and lack of motivation.

1. The Complexity of the Text

Torgesen (in McNamara 2007: 200) notes that some students are inactive as learners. When reading is difficult for them, students experience frustration, which lowers their motivation. They begin to avoid reading and so they lose opportunities for further practice and achievement. This is the why teachers should give appropriate texts and passages depend on the level of ability of the students. Celce-Muria (2001: 190) states that the materials and the lesson should be built in degree of complexities through introduction of new information and different perspectives so that the students are challenged and have the opportunity to develop some skills and pride in what they are learning.

2. The Knowledge of Word Meanings

Lack of vocabulary or knowledge of word meanings may influence the reader's reading comprehension. It is stated that word knowledge is highly correlated with reading comprehension ability in both children and adults (McNamara, 2007: 50). In addition, as cited in Dorn & Soffos, 2005:

“Text knowledge relates to the precise message of the text, including content knowledge, vocabulary meanings, and text structure (i.e., knowledge of how texts are organized). This is the information the reader uses when directly interacting with the text. Without sufficient text knowledge, comprehension will be scanty, resulting in a narrow interpretation of the author’s message.”

3. The Knowledge of the Reading Strategies

Reading strategy is helpful for students in comprehending texts.

In the fact, reading strategies are rarely given explicitly by the teacher in English teaching-learning process. They do not become the main focus in the classroom. Students become unaware that there are useful strategies in reading that they can use. The support of the teacher in directing the students to gain control of a strategy is needed to help them to become more independent by trying to pass through difficulties in reading by themselves. Reading teachers and programs are suggested to explicitly teach reading strategies to handle the challenges of reading obstacles (McNamara, 2007: 4).

4. The Motivation of the Students

Students as the readers commonly do not have the motivation in reading English texts. They do not have the interest in reading English since English language is not their mother language. Reading is sometimes considered as a boring process since it is an individual activity. Teacher should try always to motivate students to learning the foreign language because motivation provides the necessary encouragement for learning (Paten & Jail, 2008: 15).

C. Delimitation of the Problem

Based on the identification of the problem, the researcher delimitates the problems to the knowledge of reading strategies only. This problem is assumed to have an important role in reading comprehension. In this study, the researcher focuses on the reading strategy by applying contextual clue analysis to infer word meanings in the research. This strategy is chosen to improve the quality of the student as a reader. The purpose is to see whether using contextual clue analysis to infer word meanings as a reading strategy will give good effect to students' reading comprehension ability or not.

The focus on the context clue analysis to infer word meanings is in account of the fact that by understanding the context, students can infer what the word means and this can increase students' awareness while reading and can improve their thinking process. They can learn how to be an autonomous reader by implementing the strategy while reading. Although this strategy is assumed to have an important role in reading comprehension, there is a possibility that there might be some other uncontrolled factors that may also influence their reading comprehension ability during the process.

D. Formulation of the Problem

1. How are the reading comprehension achievement scores of both the students of SMA N 4 Yogyakarta who are taught by using contextual clue analysis to infer word meanings and those who are not?
2. Is there a significant difference in English reading comprehension achievement between students of SMA N 4 Yogyakarta who are taught by using contextual clue analysis to infer word meanings and those who are not?

E. Objectives of the Study

The objectives of the research can be stated as follows:

1. To reveal the reading comprehension achievement scores for both the students of SMA N 4 Yogyakarta who are taught by using contextual clue analysis to infer word meanings and those who are not.
2. To find out whether or not there was a significant difference in the reading comprehension scores between the students' of SMA N 4 Yogyakarta who are taught by using contextual clue analysis to infer word meanings and those who are not.

F. Significances of the Study

- a. Scientific Significance: the research is aimed to support the knowledge of the theories about reading, reading strategies, and their relationship.
- b. Practically, the result of the study can be used as informative input for parents, English teachers, and the headmaster of SMA N 4 Yogyakarta in improving students' understanding of knowledge of reading strategies and reading comprehension ability as well. Furthermore, it gives useful information for the students in treating a difficult word using contextual clue analysis in order to improve their reading.

CHAPTER II

THEORETICAL REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

A. Theoretical Framework

1. Reading

a. Definition of reading

Reading is one of the four main skills in English language. Reading is the active process of understanding print and graphic texts. Reading is a complex interaction of cognitive processes and strategies used by the reader and various types of information contained in the text (Hedgcock, 2009: 49). While reading, the readers receive something and process it in their mind. This is when the thinking process occurs. The most basic operation of the reading process is sense-making that is getting and creating ideas, information, mental images from what they read. As the knowledge of the reading process has developed, theories of reading have become more complex.

The process of reading as an activity has many different opinions from the experts. Nunan (1999) states that reading is sometimes viewed as a passive skill. It involves the processing of the generated ideas by others that are transmitted through language. It also involves the processing of written language and the highly complex cognitive processing operations.

On the other hand, Alderson (2000: 3) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and what expects to come next in the text. Lems and Miller (2010: 33) also note that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. Furthermore, Grellet (1981: 8) states that reading is an active skill which constantly involves guessing, predicting, checking and asking oneself questions.

There are two types of reading as listed by Patel and Jain (2008: 115); those are intensive and extensive reading. Intensive reading is aloud reading which can be called text reading or passage reading. In this type of reading, the reader reads the text to get the knowledge. This reading is carried out to find the specific information inside the text. These are some characteristics of intensive reading:

- a. Intensive reading helps learner in developing active vocabulary.
- b. Teacher plays the main role.
- c. Linguistic items are developed in this reading.
- d. The active use of language is the aim of the reading.
- e. Reading aloud is used in the process.
- f. The speech habit such as accent, stress, intonation and rhythm are emphasized and can be corrected.

The second one is extensive reading where someone reads a text for pleasure. They do not focus on finding detail information while reading. Usually the purpose of the reading is to get update information. Some characteristics of extensive reading are:

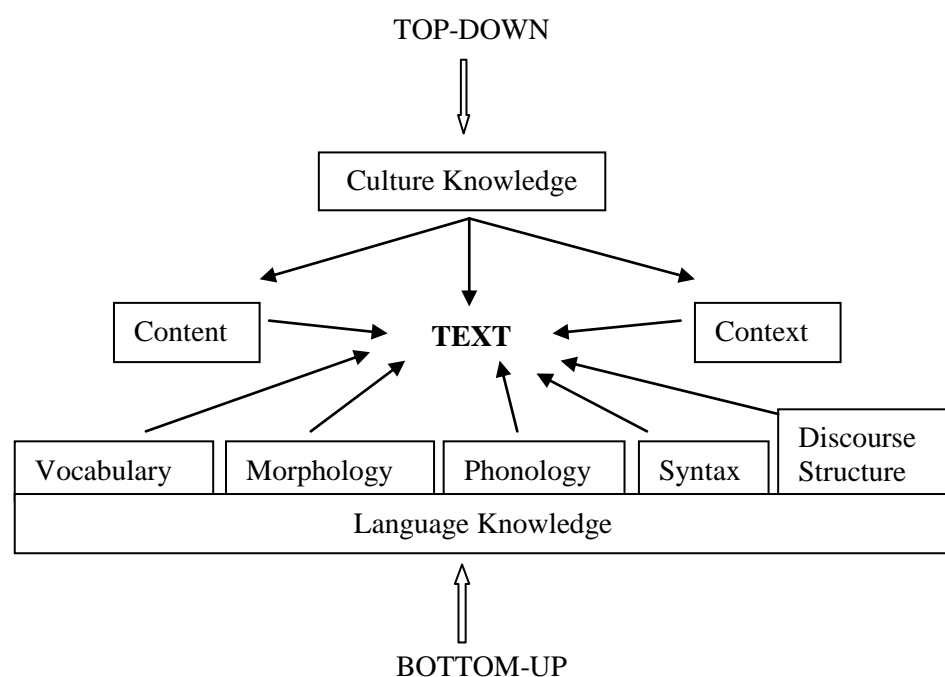
- 1) It helps learner to develop active vocabulary.
- 2) Extensive reading is silent reading.
- 3) The subject matter is emphasized.
- 4) The readers play the main role because they have to ask for measures.
- 5) In extensive reading the idea can be developed.
- 6) The aim is to enrich readers' knowledge.
- 7) Through extensive reading the good reading habit can be developed.

b. Reading Comprehension

Reading comprehension is the understanding, evaluating and utilizing of information and ideas gained through interaction between the reader and the author. Comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies (e.g., self-explanation), and postreading activities (e.g., summarization, question asking and answering, argumentation) (McNamara, 2007: 109).

As mentioned earlier, reading is a receptive language skill but readers still have to be active in understanding the meaning of the input text. Troike (2006: 156) explains that comprehension of written language involves both bottom-up and top-down processing. Bottom-up processing requires prior knowledge of the language system (i.e. vocabulary, morphology, phonology, syntax, and discourse structure) and interpretation of physical (graphic and auditory) cues. Top-down processing can help the linguistic limitations by allowing readers to guess the meaning of words they have not encountered before, and to make some sense out of the written text. Top-down processing utilizes prior knowledge of content, context, and culture as which shown in the table below:

Figure 1: **Receptive Processing in Reading**



(Troike, 2006: 155)

Reading involves a variety of skills. The main skills of reading comprehension as listed in Grellet (1981: 4) are:

- 1) To recognize the script of a language.
- 2) To deduce the meaning and use of unfamiliar lexical items.
- 3) To understand explicitly stated information.
- 4) To understand information when not explicitly stated.
- 5) To understand the conceptual meaning.
- 6) To understand the communicative function of sentences and utterances.
- 7) To understand the relations within the sentence.
- 8) To understand the relations between the parts of a text through lexical cohesion devices.
- 9) To understand cohesion between parts of a text through grammatical cohesion devices.
- 10) To interpret beyond the text.
- 11) To recognize indicators in discourse.
- 12) To identify the main point or important information in a piece of discourse.
- 13) To distinguish the main idea from supporting details.
- 14) To extract salient points to summarize (the text, an idea etc.).
- 15) To select extraction of relevant points from a text.
- 16) To understand basic reference skills.
- 17) Skimming.
- 18) Scanning to locate specifically required information.

19) To transcode information to diagrammatic display.

In addition, Brown (2001: 307) explains some micro skills for reading comprehension. These skills are needed in order to become an autonomous reader. The micro skills that are suggested by Brown are:

- 1) To differentiate the characteristics of graphemes and orthographic patterns of English.
- 2) To keep chunks the difference length of language in short-term memory.
- 3) To write the process at an efficient rate of speed.
- 4) To identify core words and interpreting word order patterns and their significant.
- 5) To identify grammatical word clauses (nouns, verbs, etc.), systems (e.g. tense, agreement and pluralization), patterns, rules, and elliptical forms.
- 6) To understand that a particular meaning can be delivered in different grammatical forms.
- 7) To identify the cohesive device in written discourse and also the function in marking the relationship among clauses.
- 8) To identify the rhetorical forms of written discourse and the significant for interpretation.
- 9) To identify the communicative functions of written texts based on the form and purpose.

- 10) To deduce the text into context that is not explicit by using background knowledge.
- 11) To deduce links and connections between events, ideas, etc., to deduce the causes and effects, and to find out the relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) To recognize literal and implied meanings.
- 13) To identify specific reference culturally and interpret them in a context of appropriate cultural schemata.
- 14) To develop and use a series of reading strategies such as scanning, skimming, detecting discourse markers, guessing meaning of words from context, and activating schemata for interpretation of texts.

A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies (Dorn & Soffos, 2005: 6). Strategies are helpful to be applied in the reading process. Different strategies are used according to the purpose of the reading.

Contextual clue analysis can be useful when we try to infer the meaning of unfamiliar word in the text by understanding the context surrounding the word. Applying this strategy can enhance students' critical reading. Readers can make logical guesses about the meanings of many words which also can activate their critical thinking. They need to connect what they read with the background

experience they have and clues available inside the passage then finally they can comprehend the text to find information.

c. Teaching Reading

Brown (2000: 7) explains that teaching is guiding and facilitating learning, encouraging the learners to learn, and setting the condition for learning. In Indonesia, the position of English language is as a foreign language which is not commonly used in daily life in the country. Teachers should create the target language situation in the classroom to help the students. Creating an environment conducive to reading is a necessary step in developing motivated learners who read for pleasure and purpose. The environment should be designed to guarantee every child's success in reading (Dorn & Soffos, 2005: 66).

Seymour and Walsh (in Hedgcock & Ferris, 2009: 123) listed some preparations for teachers to plan before teaching reading to the students:

- 1) Teachers need to select the topics for reading assignments.
- 2) They have to measure the level of guidance the students need.
- 3) The efforts must enhance students' motivation to read and to build their self-confidence.
- 4) The level of reading strategies to be taught, practiced, and assessed.

In teaching reading, Brown (2001: 313) states that the teacher should consider the principles for designing interactive reading techniques such as making sure that the teachers do not miss the importance of specific instruction in reading activities, using techniques that are motivating, balancing authenticity and readability in choosing texts, and encouraging the development of reading strategies.

As a teacher, we have to understand the purposes for the students to read. Grabe (cited by Troike, 2006: 157) lists the following functions for reading in academic settings:

- 1) Reading to find information: students apply scanning or searching through the text for a specific topic, word, or phrase.
- 2) Reading for general understanding: students understand the main ideas and some supporting ideas and information in the text.
- 3) Reading to learn: students understand the main ideas and store meanings and supporting details in long-term memory.
- 4) Reading to critique and evaluate: students reflect the content of the text, integrate it with their background knowledge, and judge quality and appropriateness of texts in relation to what is already known about the topic.

Students experience frustration when they feel reading difficult. They can easily lost their interest when lose opportunities for further practice and achievement. In this case, teachers should give appropriate texts and passages depend on

the level of ability of the students. Celce-Muria (2001: 190) states that the materials should be built in degree of complexities through introduction of new information so that the students are challenged and have the opportunity to develop some skills in what they are learning. In addition, as cited in McKay, 2006:

“Teachers and assessors need to establish the types of texts that children read, for what purpose and at what level.

.....
Many younger language learners already have some developing reading skills and understandings in their first language that they are able to transfer to their reading in the target language, and this can help their reading in the target language. Others begin their schooling and learn how to read in their second and weaker language. Thus the scope of reading expectations may not be achievable for all at the same time, and teachers and assessors must, wherever possible, construct assessment tasks that enable children to succeed at their own level.”

There are some purposes to assess reading comprehension to students, as stated by Caldwell (2008: 5):

- 1) Identify good reader behaviors.
- 2) Identify areas of weakness.
- 3) Determine student reading level.

d. Reading Strategies

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (McNamara, 2007: 6). Reading is not just pronouncing words but it requires understanding. Most

experienced readers use a variety of strategies to understand texts. Research has shown that teachers can, and should, teach these strategies to beginning readers. Students need to understand the way to have a good reading. Good reading is that which keeps students read continually which provide them both pleasure and profit.

According to Benson, strategy is explicitly teaching students how to apply language learning and language use strategies, can enhance students' efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction (Benson, 2001: 144). Students can be more confident in reading if they acquire some reading strategies. They can learn to understand the need, the aim and the function of using the strategies.

Teachers have to encourage themselves by teaching students to use strategies to be good readers and to fix problems they encountered as they were reading. Here are some strategies for reading comprehension (Brown, 1987: 306).

1) Identify the purpose of Reading

Efficient reading consists of clearly identifying the purpose in reading something. Students can look for the important part in the text and removing other distracting information. Teachers need to give objective to make sure students know their purpose in reading something.

2) Using silent reading techniques

The students do not need to pronounce each word to themselves but they find the global understanding to understand the text. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words and can recognize and pronounce words accurately. It helps him read with speed, ease and fluency.

3) Skimming for main ideas

Skimming consists of quickly running one's eyes across a whole text for its gist. To train the students how to skim, the teacher ask them to look through a few pages of materials, close their books, and tell the teacher what they learned from the text. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, or supporting ideas.

4) Scanning for specific information

Scanning is quickly searching for some particular pieces of information in a text. The exercises usually concern about how to look for detail information, such as names or dates, and listing other supporting details. The purpose of teaching scanning is to extract specific information without reading the whole text.

5) Using contextual clue to infer word meanings

The strategy of context analysis involves recognizing and understanding an unfamiliar word through the use of the words or sentences surround it. From the context, they can infer what the word means. This will increase the students' awareness when reading and improve their thinking process.

e. Contextual Clue Analysis

Contextual clue analysis involves recognizing and understanding unfamiliar words through the use of the words or sentences surrounding them. Context clues are defined as words found around an unknown word that provides clues that reveal the meaning of the unknown word (Beck et al., 2002). Students can determine the meaning of an unfamiliar word through the context in which the word is found that provide clues that can help students read independently other than using the help of a dictionary or the teacher.

Contextual clue analysis strategy can be called as meaning-seeking reading: where they form a tentative hypothesis of the meaning based on what has already been read (Gillet, 1986: 13). When readers are reading material in which most of the words are familiar and recognizable, they can predict the meaning of the unfamiliar words they do not understand before. When these predictions are produced, the ideas flow quickly into long-term

memory, the comprehension resulted, and the reading goes smoothly on.

By becoming more aware of the words around a difficult word, readers can make logical guesses about the meanings of many words. Guessing from context focuses on the particular reference of a word as determined by the context rather than on its underlying meaning and guessing may also serve to raise consciousness of the word (Richards & Renandya, 2002: 271).

Many poor readers do not know how to use context efficiently and need direct instruction to develop this skill and use it consistently. Inexperienced readers often display an over-dependence on dictionaries and consequently do not use them efficiently (Hedgcock, 2009: 307). They may understand each word separately, but linking them together into meaningful ideas sometimes becomes a problem. If students consistently encounter words within a text that they are unfamiliar with while reading, they are not going to be able to comprehend the passage as a whole (Rupley & Nichols, 2005: 239).

Knowing how to use a context is one of the most important skills that can be taught in order to promote vocabulary growth in students (Gambrell & Headley, 2006). Instructions of how to use the strategy needs to be delivered to the students in an explicit way. Jensen (2009) states in her research that an explicit context clue instruction is effective in improving students' abilities to determine

the meaning of unknown vocabulary words. Explicit instruction can be described and recognized as instruction that provides a clear description of the task, encourages students' full attention, activates prior knowledge, breaks the task into small steps, provides adequate practice throughout each step, and provides teacher feedback (Rand Reading Study Group, 2004).

Context is important because the meaning of a phrase or sentence is derived not from the meaning of each individual word, but from these meanings combined with word order and the meaning contributed by previous and successive word groups. Sometimes words have more than one meaning which can be used in many ways. For example, the word 'fly' has many different meanings. 'Fly' in the sentence "he caught the fly" has a different meaning from 'fly' in "the pigeons fly away". The level of word knowledge required to read certain passages may differ depending on what type of text is being read. Thus, different types of texts have different vocabulary knowledge demands (Jensen, 2009: 2).

Pirozzi (1995) suggests that there are a number of different context clues that can help a reader infer the meaning of a new word. They are the use of punctuations (e.g. colons, commas, dashes, parentheses, quotation marks, etc.), synonyms, antonyms, examples, general sentence clue, references, cause-effect relationship, and definition. One of these types will help the students to determine the meaning of the word.

Of all the reading strategies commonly recognized today in L2 reading, the use of contextual clues to infer word meanings can be one of the best ways to improve students' reading skills. The understanding of contextual word meaning has an essential role in determining students' reading comprehension ability. The high understanding of contextual words meaning tends to improve students' reading comprehension ability (Tusino, 2004: 52). In addition, Masnunah (2010) notes that the use of context clues is very helpful for the readers to understand unknown word that they found in reading text because the readers can guess the meaning of unknown word by looking for the clues in the text.

G. Conceptual Framework

From the review of literature above, it can be seen that using contextual clue analysis to infer word meanings will give the learners a new way of reading to improve the quality of their reading skill. The connection of the contextual clue analysis as a reading strategy and the students' reading skill is very clear and it will enable the students to be more aware while reading in real life situation.

Based on the discussion above, it is assumed that there is a positive relationship between the use of contextual clue analysis to infer word meanings as a reading strategy and students' reading comprehension

ability of the first grade students of SMA N 4 Yogyakarta in the academic year of 2010/2011.

H. Hypothesis

Concerning the theoretical review and conceptual framework, hypothesis of the research can be formulated as follows:

There is a significant difference in students' reading comprehension ability between those who are taught by using contextual clue analysis to infer word meanings and those who are not.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This research is a quasi-experimental study that is included in the quantitative research. The major thing in quasi-experimental research is that the researcher does not take random selection and assignment. The researcher takes the available classes as the sample of the research. The pre-test and post-test were given both to the control and experimental groups.

B. Population and Sample

The population of the research is all students of the first grade. There are seven classes of X grade students of SMA N 4 Yogyakarta in the academic year of 2010/2011. The total number of the first grade students is 232 students. The researcher took two of the classes as the sample of the research.

The technique of the sampling used in this study was intake-group sampling technique where the researcher chose two of the available classes. Class X B and X D are chosen as the sample of the research. Class X B became the control group, while Class X D became the experimental group selected by using a coin toss. Class X B consists of 32 students and Class X D consists of 34 students.

C. Research Variable

E. Research Instrument

According to Brown (2004: 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test covers the materials of reading ability according to the School-Based curriculum of Senior High School Grade X of the English subject.

The data that the researcher expected to have were the pre-test and the post-test scores of both experimental and control groups. The instrument used to collect data in this research is a reading comprehension test which consists of multiple-choice and short essays questions. Try-out tests were given to the try-out class before implementing the instruments to the sample of the research. The questions which were not statistically reliable were discharged from the instrument.

The researcher designed two different instruments for the pre-test and post-test. The pre-test, which was given before the treatment, consisted of 30 multiple choice and 5 short essay questions. Similar to the pre-test, the post-test, which was given after the treatment, also consisted of 30 multiple choice and 5 short essay questions. There are 4 passages in each instrument.

1. The Way of Designing the Reading Comprehension Test

In this case, the researcher used multiple choice and essay questions in the reading comprehension test to score the pre-test and the post-test. The pre-test and post-test instruments are

designed in the same level of difficulty and also in the same level of the distribution of cognitive aspects content in reading comprehension to get the most valid result. The questions in the instruments have to represent the cognitive aspects of reading comprehension below based on Anderson and Krathwohl's Taxonomy:

Table. 1: Cognitive Aspects in Reading Comprehension

No.	Aspects	Reading Materials
1.	Remembering	Scanning for a specifically stated detail
2.	Understanding	Finding the topic of a passage or of a paragraph, identifying the kind of text involved, understanding supporting ideas
3.	Applying	Deducing the meaning of words as used in the passage, understanding references, reading graphics charts, tables, etc.
4.	Analyzing	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph
5.	Evaluating	Finding the moral of the text
6.	Creating	Making inferences

Anderson & Krathwohl (2001)

The researcher designed the instruments based on the cognitive aspects in reading comprehension as described above. The aspects are included in the instruments in order to create valid instruments. The questions of the pre-test and post-test instruments are divided in the aspects as stated below:

Table 2: Cognitive Aspects in the Reading Comprehension Pre-Test
Instrument

No	Cognitive Level Materials	R. C1	Un. C2	Apl. C3	An. C4	Ev. C5	Cr. C6
1.	Finding the <i>topic</i> of a passage or of a paragraph		1, 21				
2.	Identifying implicitly and explicitly stated <i>main ideas</i> of the passage or of a paragraph				3, 5, 11, 23, 27		
3.	Deducing the meaning of words as used in the passage			4, 8, 9, 12, 14, 17, 24, 26, 4*			
4.	Identifying the kind of text involved		20, 30				
5.	Understanding references			15			
6.	Scanning for a specifically stated detail	2, 6, 16, 22, 1*, 2*					
7.	Understanding supporting ideas		7, 19, 25, 5*				
8.	Reading graphics charts, tables, etc			28			
9.	Making inferences						10, 13, 18, 29, 3*

* : Essay questions

Table. 3: Cognitive Aspects in the Reading Comprehension Post-Test
Instrument

No	Cognitive Level Materials	R. C1	Un. C2	Apl. C3	An. C4	Ev. C5	Cr. C6
1.	Finding the <i>topic</i> of a passage or of a paragraph		1*, 21				
2.	Identifying implicitly and explicitly stated <i>main ideas</i> of the passage or of a paragraph				11, 22, 3*		

3.	Deducing the meaning of words as used in the passage			2, 5, 9, 16, 19, 25, 27, 5*			
4.	Identifying the kind of text involved		10, 20, 30				
5.	Understanding references			6, 13, 24			
6.	Scanning for a specifically stated detail	1, 7, 12, 15, 17, 18, 2*					
7.	Understanding supporting ideas		3, 4, 14, 23, 4*				
8.	Reading graphics charts, tables, etc			26, 28			
9.	Making inferences						8, 29

* : Essay questions

F. Validity of the Instrument

1. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content. The test items should correspond to the materials covered in the course (Hatch, 1982: 251). It means that the test is developed in reference to the competency standard and basic competency of School-Based Curriculum grade X of the English subject.

Table 4. The Competency Standard and Basic Competency of School-Based Curriculum Grade X

Standar Kompetensi	Kompetensi Dasar	Indikator
Membaca 5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	<ul style="list-style-type: none"> • Mengidentifikasi main idea dari sebuah paragraph. • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i> • Mengidentifikasi tokoh dari cerita yang dibaca • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca

2. Construct Validity

Construct validity is used to examine if the test has a consistent representation with theories underlying the presented material or not. To meet the construct validity, the researcher constructs the instrument according to the blueprint of reading ability consisting of specific indicators.

G. Reliability of the Instrument

Reliability means the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982: 244). The researcher found out the reliability of the instrument first before it was used to collect data in the research. It was found by conducting tryout test of the instrument to the population outside the sample. Class XF which consisted of 32 students is chosen as the tryout class. The test was given before the research started.

The researcher uses Pearson Product-Moment Correlation formula to measure the reliability of the instrument. It is applied to see whether the data of reading score are reliable or not. The computerized calculation is enclosed. The following table is the norm of adopted categorizing the correlation coefficient of the reliability of the instrument.

Table 5: **Table of Categorizing the Correlation Coefficient**

Reliability Coefficient	Reliability Category
0.0 up to 0.20	Very Low
>0. 201 up to 0.40	Low
>0. 401 up to 0.60	Fair

>0. 601 up to 0.80	High
>0. 801 up to 1.00	Very High

Based on table 2, the result of the computer program calculation shows that the reliability coefficients of the pre-test is 0.915 for the multiple choice which is very high and 0.622 for the essay which is high based on the table above. For the post-test instrument, 0.919 is the reliability coefficient for the multiple choice which is very high and 0.733 for the essay which is categorized as high.

The quality of the multiple-choice instruments is analyzed by using ITEMAN. The effectiveness of the items is evaluated using this item analysis program and the instruments are revised before the test is finalized and given to the sample. The computerized calculation is enclosed.

Item facility is expressed from the scale 0 where no one got the item right to 1 where everybody got it right (McNamara, 2000: 61). The acceptable range of item facilities is between 0.15 and 0.85 (Brown, 2004: 59). In the pre-test, items number 4, 9, 10, and 28 are not reliable while in post-test, items number 1, 3, and 4 are not reliable because the item facility is 1 (very easy). Distractors in an item should attract a response or more. In this case, the distractors in the reliable items are accepted.

H. Data Collection Technique

As mentioned previously, the data were collected by using a reading comprehension test. The test was employed to find out the achievement of the students. There are two instruments used which are designed for the pre-test and the post-test.

The pre-test instrument was given to both control and experimental groups before the treatment of the research. It was conducted on the schedule of the English lesson for class X B and X D. The treatment was given in six meetings, three meetings each week. After the treatment was completed, a post-test was conducted for both classes.

I. Data Analysis

1. Descriptive Analysis

Descriptive analysis provides answer to the research question formulated about whether there is a significant different between students who get treatment context clue strategy and those who do not. It consists of two subparts. They are mean and standard deviation, and categorization.

a. Mean and Standard Deviation

- 1) Mean is determined by adding up all the scores then dividing this sum by the total number of scores. The function is to find out the average score of the students in both groups.

- 2) Standard Deviation represents the spread of a distribution of the scores. The larger the standard deviation, the more variability from the central point in the distribution. The smaller the standard deviation, the closer the distribution is to the central point (Hatch & Farhady, 1982: 57).

b. Categorization

The categorization of the score obtained by students is made to find out the level of the students' reading ability. The students' score categorization of reading comprehension is based on the ideal score. The ideal score is found by using the ideal mean score (M_i) and the ideal standard deviation (SD_i). The highest score that can be obtained is 100 and the lowest score is assumed to be 40.

$$\begin{aligned}\text{Ideal Mean Score } (M_i) &= \frac{1}{2} (\text{highest score} + \text{lowest score}) \\ &= \frac{1}{2} (100 + 40) = 70\end{aligned}$$

$$\begin{aligned}\text{Ideal SD } (SD_i) &= \frac{1}{6} (\text{highest score} - \text{lowest score}) \\ &= \frac{1}{6} (100 - 40) \\ &= 10\end{aligned}$$

Table 6. **Categorization**

No.	Score Scales	Five Scales	
		A-E	Range
1.	X + 1,5SD up to X + 3SD	A	Very high
2.	X + 0,5SD up to X + 1,5SD	B	High

3.	X - 0,5SD up to X + 0,5SD	C	Fair
4.	X - 1,5SD up to X – 0,5SD	D	Low
5.	X - 3SD up to X – 1,5SD	E	Very Low

After the ideal mean score (M_i) and ideal standard deviation score (SD_i) are inserted in the table above, the score categorization that will be the standard of scoring the level of reading comprehension of the students in this research is stated below:

Table 7. **Score Categorization of the Pre-test and Post-test Instruments**

No.	Score Scales	Five Scales	
		A-E	Range
1.	86 - 100	A	Very high
2.	76 - 85	B	High
3.	66 - 75	C	Fair
4.	56 - 65	D	Low
5.	40 - 55	E	Very Low

2. Inferential Analysis

a. Pre-Analysis Testing

Pre-analysis testing is analyzed before doing the hypothesis testing. It is aimed to find out whether the score distributions of the samples are normal or not, and to find out whether the samples' variation is homogeneous or not.

1) Normality Test

It is used to see whether the data meet the normal distribution or not. In this case, the Kolmogorov-Smirnov is applied by using SPSS 17. The distribution of the scores can be considered as normal if D value obtained (D_o) in the statistics result is lower than the D value of the table in the significance level of 5% (D_t).

2) Homogeneity Test

The test is used to analyze whether the sample variance is homogeneous or not. It is aimed to find out whether the samples belong to the same population. Then, f -test is applied in this analysis. The sample is considered as homogenous if the value of the F-observed (F_o) in the statistics result is lower than F-table (F_t).

b. Hypothesis Testing

It is applied to see if there is any significant difference between the students' who are taught by using contextual clue strategy and the students who are not taught by the same strategy. The t -test is applied to find out the difference. Hypothesis is accepted if t value of observation (t_o) in the statistics result is higher than t value of the table (t_t) or the p value is lower than 0.05.

CHAPTER IV RESEARCH FINDINGS

A. Data Description

The descriptive analysis is applied to provide answers to the questions about the effect of using contextual clue analysis to infer word meanings in teaching reading comprehension. The data of the pre-test scores of the experimental and control groups were taken before the treatment was given. The researcher conducted a 6-meetings treatment with contextual clue analysis to infer word meanings as the focus of the teaching. The treatment was given to the experimental group only. After 6-meetings were given as the treatment, a post-test was given to both groups to collect the final result of the research.

The effectiveness of the research can be analyzed by looking at the data taken from the gained scores in the tests. It can be seen by comparing the mean and standard deviation of the gained scores from the control and experimental groups. The calculation of the highest score, the lowest score, the mean score and the standard deviation is provided in the data description.

1. Pre-Test

In the pre-test that was given before the treatment, both the students in the control and experimental groups were asked to answer a reading comprehension test which consists of 30 multiple choice and 5 short essay questions. The pre-test score was compared later with the result of the post-test score. The result of the pre-test can be seen as follows:

a. The Data of the Reading Comprehension Test Score of the Experimental Group in the Pre-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the experimental group in the pre-test is 69.94. The standard deviation (SD) of the scores is 6.980. The maximum score gained in the test is 87 and the minimum score is 51.

Table 8: Descriptive Analysis of the Experimental Group in the Pre-Test

Mean	SD	Median	Mode	Max Score	Min Score
69.94	6.980	69.00	67.00	87	51

The students' score categorization of reading comprehension is based on the ideal score. The ideal score is found by using the ideal mean score (M_i) and the ideal standard deviation (SD_i). The scores of the students are categorized based on the score categorization as mentioned earlier in Chapter III. The distribution of the score can be seen in the table below:

Table 9: The Score categories of the Experimental Group in the Pre-Test

No.	Interval	F	F (%)	Category
1.	86 - 100	1	2.9%	Very High
2.	76 - 85	6	17.6%	High
3.	66 - 75	19	55.9%	Fair
4.	56 - 65	7	20.6%	Low
5.	40 - 55	1	2.9%	Very Low
		34	100%	

The majority of the students' score (55.9%) is in 'fair' category. There are 2.9% of the students who is in 'very high' category. The other 20.6% is in 'low' category and 2.9% is in 'very low' category. It is also supported by the mean score of 69.94 which belongs to the 'fair' category 66-75.

b. The Data of the Reading Comprehension Test Score of the Control Group in the Pre-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the control group in the pre-test is 67.28. The standard deviation (SD) of the scores is 7.879. The maximum score gained in the test is 87 and the minimum score is 51.

Table 10: Descriptive Analysis of the Control Group in the Pre-Test

Mean	SD	Median	Mode	Max Score	Min Score
67.28	7.879	67.00	62.00	87	51

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 11: The Score categories of the Control Group in the Pre-Test

No.	Interval	F	F (%)	Category
1.	86 - 100	1	3.1%	Very High
2.	76 - 85	3	9.3%	High
3.	66 - 75	15	46.9%	Fair
4.	56 - 65	12	37.5%	Low
5.	40 - 55	1	3.1%	Very Low
		32	100%	

The same as in the experimental group, the majority of the students' score (46.9%) is also in 'fair' category. There are 3.1% of the students who is in 'very high' category. The other 37.5% is in 'low' category and 3.1% is in 'very low' category. It is also supported by the mean score of 67.28 which belongs to the 'fair' category 66-75.

c. Comparison between experimental and control groups of the Students' reading comprehension scores in the pre-test

After the data of the pre-test scores were collected from both groups, the next step was to compare the data to see that both groups were in the same level of reading comprehension score before the treatment.

Table 12: Comparison data between experimental and control groups of the Students' reading comprehension scores in the pre-test

Data	Experimental Group	Control Group
Number of cases	34	32
Mean	69.94	67.28
SD	6.980	7.879

The mean score of the pre-test of the experimental group is 69.94 and the standard deviation is 6.980. As in control group, the mean score is 67.28 and the standard deviation is 7.879. The mean scores of both groups before the treatment reflect the same level of ability in reading comprehension between the two groups.

2. Post-Test

A post-test was conducted after the treatment of the research had finished. The same as the pre-test, the post-test was in the form of a reading comprehension test consisted of 30 questions of multiple choice and 5 questions of short essay. This test was given to both experimental and control groups. The post-test score will be compared with the previous pre-test score to find out the affectivity of the treatment. The result of the post-test can be seen as follows:

a. The Data of the Reading Comprehension Test Score of the Experimental Group in the Post-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the experimental group in the post-test is 80.82. The standard deviation (SD) of the scores is 7.242. The maximum score gained in the test is 93 and the minimum score is 62.

Table 13: **Descriptive Analysis of the Experimental Group in the Post-Test**

Mean	SD	Median	Mode	Max Score	Min Score
80.82	7.242	81.00	87.00	93	62

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 14: **The Score categories of the Experimental Group in the Post-Test**

No.	Interval	F	F (%)	Category
1.	86 – 100	11	32.4%	Very High
2.	76 – 85	15	44.1%	High
3.	66 – 75	7	20.6%	Fair
4.	56 – 65	1	2.9%	Low
5.	40 – 55	0	0%	Very Low
		34	100%	

After the treatment, the majority of the students' score (44.1%) is in 'high' category. There is also an increase in the 'very high' category with a percentage of 32.4%. The other 20.6% is in 'fair' category and 2.9% is in 'low' category. There is no student in the 'very low' category. It is also supported by the mean score of 80.82 which belongs to the 'high' category 76-85.

b. The Data of the Reading Comprehension Test Score of the Control Group in the Post-Test

Based on the result of the calculation, it shows that the gained mean score of the reading comprehension test score of the control group in the post-test is 74.97. The standard deviation (SD) of the scores is 9.546. The maximum score gained in the test is 89 and the minimum score is 53.

Table 15: Descriptive Analysis of the Control Group in the Post-Test

Mean	SD	Median	Mode	Max Score	Min Score
74.97	9.546	73.00	71.00	89	53

The scores of the students are categorized based on the score categorization as mentioned earlier in chapter III. The distribution of the score can be seen in the table below:

Table 16: The Score categories of the Experimental Group in the Pre-Test

No.	Interval	F	F (%)	Category
1.	86 - 100	5	15.6%	Very High
2.	76 - 85	9	28.1%	High
3.	66 - 75	14	43.8%	Fair
4.	56 - 65	5	15.6%	Low
5.	40 - 55	1	3.1%	Very Low
		32	100%	

Different with the experimental group, the majority of the students' scores (43.8%) is still in 'fair' category which is the

same as in the pre-test scores. 15.6% of the students are in ‘very high’ category and 28.1% of the students are in ‘high’ category. The other 16.6% is in ‘low’ category and 3.1% is in ‘very low’ category. It is also supported by the mean score of 74.97 which belongs to the ‘fair’ category 66-75.

c. Comparison between experimental and control groups of the Students’ reading comprehension scores in the post-test

The result of the post-test score of both groups is compared to find out the difference after the treatment is conducted.

Table 17: Comparison data between experimental and control groups of the Students’ reading comprehension scores in the post-test

Data	Experimental Group	Control Group
Number of cases	34	32
Mean	80.82	74.97
SD	7.242	9.546

The mean score of the post-test of the experimental group is 80.82 and the standard deviation is 7.242. In control group, the mean score is 74.97 and the standard deviation is 9.546. The mean scores of both groups are in different levels after the treatment.

B. Results of the Data Analysis

1. Pre-Analysis Testing

As mentioned earlier, pre-analysis testing is done before doing the hypothesis testing. It is aimed to find out whether the score distributions of the samples are normal or not, and to find out whether the samples' variation is homogeneous or not.

a. Normality test

To see the normality of the distribution, it is considered normal if the D value obtained (D_o) is lower than the D value of the table in the significance level of 5% (D_t). The Kolmogorov-Smirnov is employed in this test. The computerization of the calculation is enclosed.

Table 18: **Normality test of the students' reading comprehension in the pre-test**

Variance	D_o	D_t	Interpretation
Reading comprehension test (experimental group)	0.116	0.232	Normal
Reading comprehension test (control group)	0.109	0.236	Normal

The D value obtained (D_o) from the pre-test scores of the experimental group is 0.116 and the D value of the table in the significance level of 5% (D_t) is 0.232. The D value obtained (D_o) from the pre-test scores of the control group is 0.109 and the D value of the table in the significance level of 5% (D_t) is 0.236. Both values of the D_o are lower than the

values of the D_t , therefore the score distributions of students' reading comprehension in the pre-test are considered normal.

Table 19: **Normality test of the students' reading comprehension in the post-test**

Variance	D_o	D_t	Interpretation
Reading comprehension test (experimental group)	0.131	0.232	Normal
Reading comprehension test (control group)	0.113	0.236	Normal

The D value obtained (D_o) from the post-test scores of the experimental group is 0.131 and the critical value of the table in the significance level of 5% (D_t) is 0.232. The D value obtained (D_o) from the pre-test scores of the control group is 0.113 and the critical value of the table in the significance level of 5% (D_t) is 0.236. Both values of the D_o are lower than the values of the D_t , therefore the score distributions of students' reading comprehension in the post-test are also considered normal.

b. Homogeneity Test

The homogeneity test is utilized to analyze if the sample is homogeneous or not. The sample will be homogeneous if the value of the F-observed (F_o) is lower than F-table (F_t). It is also homogeneous if the p value is higher

than 0.05. The F -test is employed in this test. The computerization of the calculation is enclosed.

Table 20: **Test of Homogeneity**

Variable	F_o	F_t	p	Interpretation
Pre-test	1.274	2.30	0.247	homogeneous
Post-test	1.737	2.30	0.060	homogeneous

The value of the F-observed (F_o) of the pre-test is 1.274 and the value of the F-observed (F_o) of the post-test is 1.737. The value shown in the F-table (F_t) is 2.30. The p value of the pre-test is 0.247 and 0.060 for the post-test. Both values of the F-observed (F_o) are lower than the value of the F-table (F_t) and the p values are above 0.05 which means that the sample of variance is homogeneous.

2. Hypothesis Testing

The hypothesis testing is used to reveal whether or not the treatment which is using contextual clue to infer word meanings has any significant difference between the two groups in their mean scores of the reading comprehension test. The hypothesis of the research is that “there is a significant difference in students’ reading comprehension ability between those who are taught by using contextual clue analysis to infer word meanings and those who are not”.

The t -test formula was applied to test the difference and the significance of the result scores. The first step is to find the

mean difference of the post-test scores of both experimental and control groups. It is considered as having a significant difference when the value of t-observed (t_o) is higher than the value of t-critical in the table (t_t). If t_o is higher than t_t , it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can also be seen as significant if the p value is lower than 0.05. The computerization of the calculation is enclosed.

Table 21: **Test of Hypothesis**

Variable	t_o	t_t	p	Interpretation
Post-test	2.817	1.998	0.006	Hypothesis accepted

Based on the table above, it can be seen that t value of the test is 2.817. The t value of the test was compared with the t value in the significance level 5%. The t value of the table can be found from the degree of freedom (df). The table with df 64 is 1.998 at significance level of 5%. The p value of the post-test is 0.006.

It can be seen that the value of $t_o > t_t$ ($2.817 > 1.998$) and $p < 0.05$; there for the proposed hypothesis “there is a significant difference in students’ reading comprehension ability between those who are taught by using contextual clue analysis to infer word meanings and those who are not” is accepted.

C. Interpretation

Based on the result of the analysis, it can be considered that there is a significant difference in students' reading comprehension ability between the experimental group and the control group after the treatment is conducted. The statement can be proved by the gained mean scores of both groups in the pre-test and post-test.

Table 22: **Mean Scores Differences of Pre-test and Post-test of Students Taught with and without Using Contextual Clue to Infer Word Meanings**

Groups	Mean Scores	Scores
Control Group	\bar{X} pre-test	67.28
	\bar{X} post-test	74.97
Experimental Group	\bar{X} pre-test	69.94
	\bar{X} post-test	80.82

The pre-test mean scores from both groups are almost the same. The control group gained 67.28 as a mean score and the experimental group gained 69.94. Both groups have the same basic ability in reading comprehension before the treatment is given. After the treatment, the post-test was conducted to find the difference. It is proved that by giving the treatment, students in experimental group achieve higher mean score than the students in control group. The mean score of the post-test in the experimental group is 80.82 and the control group has a mean score of 74.97.

The hypothesis is also supported by the result of the t -test that shows significant difference between the experimental group that is given the treatment and the control group which is not. The value of t -observed (t_o) is

higher than the value of t-critical in the table (t_t) as stated above. The value of t-observed of the test is 2.817 and the value of t-critical in the table is 1.998. The p value (0.006) is also lower than 0.05. It can be said that the alternative hypothesis proposed by the researcher before (H_a) is accepted and the null hypothesis (H_o) is rejected.

D. Discussion

The finding of the research proved that there is a significant difference between the experimental and control groups after the treatment was conducted. The result is in line with the previous study by Tusino (2004) that the high understanding of contextual words meaning tends to improve students' reading comprehension ability. Having a significant difference means that the treatment of the study which was using contextual clue analysis to infer word meanings give a positive impact to the students in the experimental group. The score difference of both classes in the post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The value of t-observed (t_o) is higher than the value of t-critical in the table (t_t) and the p value is lower than 0.05. It can be said that the alternative hypothesis proposed by the researcher "there is a significant difference in students' reading comprehension ability between those who are taught by using contextual clue analysis to infer word meanings and those who are not" is accepted.

The results of this study also suggest that contextual clue analysis to infer word meanings instruction is effective in improving the reading comprehension ability of Grade X students of SMA Negeri 4 Yogyakarta. Knowing how to use a context is one of the most important skills can be taught in order to promote vocabulary growth in students (Gambrell & Headley, 2006). It is proved that students in the experimental group who received the 6-meetings of treatment got higher mean score than students in the control group who did not get the same instruction. In addition, the result demonstrated that students who received the treatment were able to be more active in guessing and practicing their critical thinking while reading. It can be seen in the treatment that the students can receive easily the application of the strategy and they show high curiosity in learning. By applying language use strategies, it can enhance students' efforts to reach language program goals because it encourages students to find their own pathways to success, and it promotes learner autonomy and self-direction (Benson, 2001: 144).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter will present the outcomes of the research including the conclusion, implication, and suggestion. Below is the discussion of each of them.

A. Conclusion

Based on the data analysis in the previous chapter, the presentation of the result is in line with research problem formulation proposed by the researcher. The difference between the experimental and the control group is significant based on the final post-test scores. The computerization calculation approved the significance through the t-test formula.

The control group gained 67.28 as a mean score and the experimental group gained 69.94 in the pre-test. The mean scores are included in the same level of reading comprehension score categorization. It means that both groups are in the same level of category before the treatment is conducted. A post-test was given after the treatment is over. The mean score of the post-test in the experimental group is 80.82 and the control group has a mean score of 74.97. By giving the treatment, students in the experimental group achieve higher mean score than the students in the control group.

The alternative hypothesis is also accepted after the t-test analysis of the gained mean scores is utilized. The data can be said as significant if the value of t-observed (t_o) is higher than the value of t-critical in the table (t_t)

and the p value is lower than 0.05. In this research, the value of t -observed of the test is 2.817 and the value of t -critical in the table is 1.998. The p value of the post-test (0.006) is also lower than 0.05. The t_o is higher than t_t and the p value is lower than 0.05 so the data of this research is determined to have a significance difference. Therefore the hypothesis of this research is accepted.

It is proved that by teaching reading using contextual clue analysis as a reading strategy is an effective way to increase the reading comprehension ability of the students. It can be seen through the data analysis of the t -test that shows a significant difference after the study has finished. The theories stated before in the previous chapter are now supported by the result of this study.

B. Implication

The implication of this research is divided into two parts; those are theoretical and practical implications:

1. Theoretical implication

From the theoretical view, this research is conducted to strengthen the previous theories of contextual clue analysis. It provides additional answers to some questions and this research proved that contextual clue analysis gives positive effect to the process of learning.

2. Practical implication

The researcher saw the evidence when she conducted the study. The use of contextual clue analysis gives impact to the reading activities in the classroom. Students are attracted to try to be

independent readers by using their critical thinking to infer the meanings of the words.

C. Suggestion

Concerning the results of the study, the researcher proposed some suggestions:

1. To the students

It is suggested for the language learners to try new strategies while reading. Reading is an independent task that needs to be solved individually. By using appropriate strategies, reading will become easier and interesting. Trying to be an autonomous learner is challenging but really helpful.

2. To the teachers

Teachers need to find appropriate learning strategies to be applied to the students. Strategies are meant to be helpful in learning language. Helping the students to use reading strategies can be one positive way to increase the motivation and achievement of the students in comprehending texts.

3. To other researchers

This study may have many weaknesses in many sections since the researcher is new in the field. It would be great if there is another researcher who is interested in the same topic and has initiative to reveal more deeply about the study of contextual clue analysis.

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APPENDICES

READING COMPREHENSION TEST (PRE-TEST)**Petunjuk Pengisian**

1. Berilah tanda silang (X) pada salah satu pilihan jawaban (A, B, C, atau D) yang Anda anggap benar menurut bacaan di atasnya pada soal-soal pilihan ganda.
2. Isilah dengan jawaban yang singkat, jelas dan benar menurut bacaan di atasnya pada soal-soal esai.
3. Waktu yang disediakan untuk reading comprehension adalah 60 menit.
4. Selamat mengerjakan.

Text 1**Cleopatra, the Queen of Egypt**

One of the most famous women in world history was Cleopatra VII. She was the brilliant and beautiful last Pharaoh of Egypt. Historically, she became queen of Egypt in 51 B.C. at the age of eighteen. She was a Ptolemy, descended from one of Alexander the Great's generals. When she was twenty-one, Julius Caesar became her lover. Seven years later she met Antony. The romantic tragic relationship continued until they died by suicide in 30 B.C.

Cleopatra was legendary. She was famous not only for her breathtaking beauty but also for her great intellect. She had brown eyes and they were shaped like cat eyes. Her skin was in fact an olive shade, darker than Hollywood actress Liz Taylor who portrayed her in the film 'Cleopatra' in 1963. She had medium dark brown hair, about to the middle of her shoulder blades. She had a reputation as an extraordinarily sensuous woman.

Cleopatra was a woman of remarkable poise and unusual intelligence. She was highly educated. She spoke proficiently in nine languages and also skilled in mathematics. She is often considered to be a stunning seductress though she was studying to be a nun. Cleopatra was a very intelligent queen and a politician with a great charisma.

Questions

1. What does this passage mainly discuss?
 - a. Cleopatra's life as the last Pharaoh of Egypt
 - b. The beauty and intelligence of Cleopatra
 - c. Cleopatra's love story with Antony
 - d. How she became The Queen of Egypt
2. How did Cleopatra die?
 - a. Killed by Antony
 - b. Poisoned
 - c. Suicide
 - d. Died in a war

3. What is the main idea of Paragraph 1?
 - a. Cleopatra's beauty
 - b. Cleopatra's short biography
 - c. Cleopatra's love life
 - d. Cleopatra's death
4. What is the closest meaning of the word 'breathtaking' in line 6?
 - a. Incredible
 - b. Shocking
 - c. Memorable
 - d. Surprising
5. What is the main idea of Paragraph 2?
 - a. Cleopatra's short biography
 - b. Cleopatra's love life
 - c. Cleopatra's beauty
 - d. Cleopatra's death
6. In what field does Cleopatra was NOT good at?
 - a. Mathematic
 - b. Politics
 - c. Acting
 - d. Language mastery
7. Who is Liz Taylor?
 - a. Cleopatra's sister
 - b. An actress
 - c. A legend
 - d. A director of the movie
8. What is the closest meaning of the word 'portrayed' in line 8?
 - a. Work
 - b. Picture
 - c. Act
 - d. Admire
9. What is the closest meaning of the word 'stunning' in line 13?
 - a. Religious
 - b. Mature
 - c. Average
 - d. Attractive

10. How can we describe Cleopatra's intelligence?

- a. Unusual
- b. Average
- c. Diligent
- d. Smart

Text 2

A Delicious Mistake

Every day, people invent new things. Some inventors work hard for years to create something new. But some of the best inventions happen by accident.

Can you imagine a world without chocolate chip cookies? Back in 1930, Ruth Wakefield and her husband opened a restaurant in Massachusetts. It was called the Toll House Inn. Ruth greeted the guests when they arrived. She also worked as the cook. The restaurant held 30 guests. Ruth often had to rush to feed them all on time.

One day, Ruth was mixing up some chocolate cookies in the kitchen. The recipe said to melt squares of baking chocolate. The next step was to pour the melted chocolate into the pale cookie batter and stir.

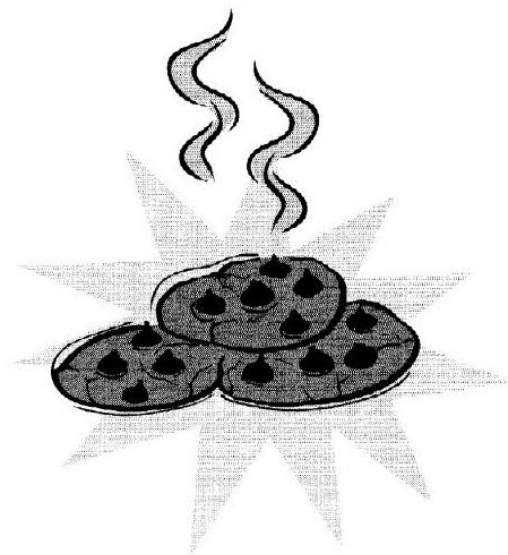
You have to melt chocolate slowly or it will burn. Ruth was in a hurry. She decided to break the chocolate squares into little chunks. Then she threw the chunks into the batter. After all, the cookies had to bake in a hot oven. She figured that the chocolate would just melt into the rest of the batter.

When she took the cookies out of the oven, Ruth groaned. She could still see big chunks of chocolate. She could never serve these to her guests!

Then, Ruth tasted the cookies. They were delicious! Her guests agreed.

Ruth began buying lots of chocolate and cutting it up. Then she asked the candy makers if they could make the chocolate easier to break into small pieces. That's when they came up with chocolate chips. If it were really easy to make these delicious cookies, maybe people would start baking them at home.

Thanks to Ruth Wakefield, today you can find "Toll House" cookies in every grocery store. But none of them tastes as good as a homemade chocolate chip cookie, hot from the oven.



Questions:

11. What is the author's main purpose in writing this article?
 - a. To teach how to make chocolate chip cookies
 - b. To explain how to become an inventor
 - c. To describe how the first chocolate cookies was made
 - d. To tell about the life of Ruth Wakefield
12. What is the closest meaning of the phrase 'rush to feed' in line 8?
 - a. Cooking in a hurry
 - b. Eating quickly
 - c. Serving the food quickly
 - d. Feeding the guests
13. What does the author think about chocolate chip cookies?
 - a. They are good
 - b. Most kinds are boring
 - c. They taste bad
 - d. They are neither good nor bad
14. What is the closest meaning of the word 'chunks' in line 13?
 - a. Powder
 - b. Pieces
 - c. Squares
 - d. Bowls
15. What does the word *them* in line 23 refer to?
 - a. Guests
 - b. Candy makers
 - c. Chocolate chips cookies
 - d. People
16. In what paragraph can you tell that Ruth's guests think that the chocolate chip cookies taste really good?
 - a. Paragraph 2
 - b. Paragraph 4
 - c. Paragraph 5
 - d. Paragraph 6
17. What does the word 'groaned' in line 8 express?
 - a. Distress
 - b. Surprise
 - c. Happy
 - d. Anger

18. What does the author most likely think about Ruth Wakefield and her invention?
- a. She was lucky
 - b. She was very smart
 - c. She was silly
 - d. She was a bad cook
19. What type of chocolate chip cookies does the author think tastes the best?
- a. Ruth's chocolate chip cookies
 - b. Homemade chocolate chip cookies
 - c. Toll House's chocolate chip cookies
 - d. Grocery-made chocolate chip cookies
20. What kind of text is this passage?
- a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Expository

Text 3

The Amazing Taj Mahal in India

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements. Its central dome is 58 feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna River.

Questions

21. What does this passage mainly discuss?
- The architectural elements of Taj Mahal
 - The making of Taj Mahal
 - The history of Taj Mahal
 - The story of Emperor Shah Jahan
22. Who is Queen Mumtaz Mahal?
- The builder of Taj Mahal
 - The Muslim emperor
 - Shah Jahan's Wife
 - The Queen of Agra
23. What is the main idea of Paragraph 1?
- The architectural elements of Taj Mahal
 - The story of Emperor Shah Jahan
 - The rooms in Taj Mahal
 - The beauty of Taj Mahal
24. What is the closest meaning of the word 'integrates' in line 9?
- Combine
 - Build
 - Connect
 - Stick
25. Where is the Jamuna River located?
- Beside the Taj mahal
 - In the Taj Mahal
 - Under the Taj Mahal
 - Behind the Taj mahal
26. What is the closest meaning of the word 'chamber' in line 12?
- Palace
 - Stair
 - Room
 - Wall
27. What is the main idea of Paragraph 2?
- The architectural elements of Taj Mahal
 - The story of Emperor Shah Jahan
 - The rooms in Taj Mahal
 - The beauty of Taj Mahal

Answer Key for Pre-Test Instrument

1. B
2. C
3. B
4. A
5. C
6. C
7. B
8. B
9. D
10. D
11. C
12. C
13. A
14. B
15. C
16. D
17. A
18. A
19. B
20. A
21. A
22. C
23. C
24. A
25. D
26. C
27. A
28. B
29. C
30. B

Essay Answers:

1. Tumang is Dayang Sumbi's husband in the form of dog.
2. Dayang Sumbi was very angry to Sangkuriang because he killed his own father and brought back his liver.
3. Dayang Sumbi asked a lake as a present because she knew that it was an impossible task to finish.
4. Crow is the sound of the cock.
5. She flashed a light at the eastern horizon to make it looked like it was dawn and Sangkuriang failed to marry her.

28. How high is the central dome?
- 186 feet
 - 213 feet
 - 162.5 feet
 - 58 feet
29. From paragraph 3, how can we picture the Taj Mahal?
- Huge
 - Ancient
 - Magnificent
 - Foggy
30. What kind of text is this passage?
- Narrative
 - Descriptive
 - Expository
 - Report

Text 4

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. There lived a happy family with a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not a deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got hurt and got a scar mark on his head then he cast away from home.

Years passed, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the scar on Sangkuriang's head. It matched with her son's scar that had left several years earlier. Soon she realized that she fell in love with her own son. She couldn't marry him but how to say it. Then, she found a way. She asked for a lake and a boat to celebrate their wedding day. Sangkuriang had to make them in one night. He built a lake. While dawn just a moment away, the boat was almost complete. Dayang Sumbi panicked. She had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. He was very angry and kicked the boat. It fell over and remained until now as the mountain of Tangkuban Perahu, Bandung.

Questions:

- Who was Tumang?
- What made Dayang Sumbi very angry and hit Sangkuriang?
- Why did Dayang sumbi ask for a lake as a present?
- What do you think is the meaning of 'crowed' in line 17?
- Why did Dayang Sumbi flash a light at the eastern horizon?

READING COMPREHENSION TEST (POST-TEST)

Petunjuk Pengisian

5. Berilah tanda silang (X) pada salah satu pilihan jawaban (A, B, C, atau D) yang Anda anggap benar menurut bacaan di atasnya pada soal-soal pilihan ganda.
6. Isilah dengan jawaban yang singkat, jelas dan benar menurut bacaan di atasnya pada soal-soal esai.
7. Dilarang menulis apapun dilembar soal.
8. Waktu yang disediakan untuk reading comprehension adalah 60 menit.
9. Selamat mengerjakan.

Text 1

Momotaro

Once upon a time, there lived in Japan a peasant and his wife. They were sad couple because they had no children. They kept praying to their god *pleading* to give them a child. While cutting wood by a stream one day, the man saw a large peach floating on the water. He ran to pick it up. His wife was excited because she had never seen such a large peach before. They were about to cut the peach when they heard a voice from inside.

The couples were surprised to do anything. The peach then cracked open, and there was a beautiful baby inside. The couples were very happy, of course. They named the baby Momotaro, which meant 'peach boy'. Momotaro grew up to be clever, courage young man. His parents loved him very much.

One day, Momotaro told his parents that he was going to fight the pirates who always attacked their village. These pirates lived on an island a few kilometers away. Momotaro's mother packed his food, and his father gave him a sword. Having blessed Momotaro, they sent him off on his journey.

Sailing on his boat, Momotaro met an eagle going in the same direction. They became good friends; soon, both of them arrived on the island of the pirates. Momotaro drew out the *sacred* sword his father had given *him* and began to fight the pirates. The eagle flew over the thieves' heads, pecking at their eyes. Finally, the pirates were defeated.

Momotaro brought home all the *goods* that pirates had stolen. His parents were proud of him, and they were overjoyed at his victory and save return.

Questions

31. Where does Momotaro come from?
 - e. Inside a flower
 - f. Given birth
 - g. By cutting the wood
 - h. Inside a peach

32. What is the closest meaning of the word 'pleading' in line 2?
- e. Praying
 - f. Begging
 - g. Saying
 - h. Forcing
33. What is the precious thing that was given by his father to Momotaro?
- a. Money and wealth
 - b. Goods
 - c. A pack of food
 - d. A sword
34. Who is Momotaro's best friend?
- a. The eagle
 - b. His mother
 - c. His father
 - d. The pirate
35. What is the closest meaning of the word 'sacred' in line 16?
- e. Holy
 - f. Huge
 - g. Ancient
 - h. Attractive
36. Who does the word '*him*' in line 16 refer to?
- a. Momotaro
 - b. The father
 - c. The pirate
 - d. The eagle
37. How can Momotaro win against the pirates?
- a. By killing the pirates
 - b. By attacking the village
 - c. By the help of the eagle
 - d. By robbing the goods
38. How can we picture Momotaro?
- a. Handsome and good-looking
 - b. Brilliant and strong
 - c. Humble and friendly
 - d. Savage and dangerous

39. What is the closest meaning of the word 'goods' in line 18?

- e. Property
- f. Money
- g. Cattle
- h. Wealth

40. What kind of text is this passage?

- e. Recount
- f. Narrative
- g. Descriptive
- h. Expository

Text 2

MAKING A SCARECROW

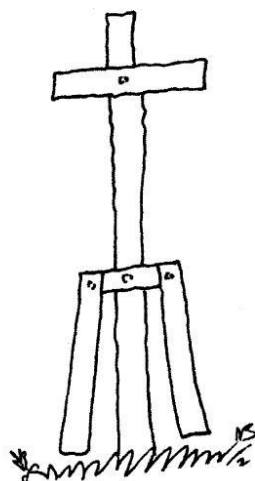


How would you like your very own scarecrow? You can make one out of some old boards. You can use it to scare away birds in your garden. (*Scare* and *crow*—get it?). You can also put a scarecrow somewhere else, such as near your front door to give visitors a big surprise!

Here are some of the things you will need:



- a grown-up helper
- 3/4-inch boards as follows:
 - one 5-feet long for a pole, three 16-inches long for the shoulders and arms, one 1-foot long for the hips, two 2-feet long for the legs
- a hammer and nails
- a shirt with long sleeves
- a long skirt
- boots
- gloves and safety pins
- an old pillowcase
- stuffing for the pillowcase
- two pieces of rope
- paint or felt-tipped pen
- a hat



Step 1: Lay the boards flat on the ground. Make the shape in the picture. You will have two arm pieces left over. You will add them later.

Step 2: Ask a grown-up to nail the pieces together.

Step 3: Put the shirt over the scarecrow's shoulders. Ask a grown-up to nail the end of one arm piece to the shoulder. Let the sleeve fall back down so that it covers the arm board. Do the same with the other arm.

Step 4: Put the skirt around the scarecrow's hips. Tie it tight with rope.

Step 5: Stick the body into the ground.

Step 6: Put the boots under the skirt so it looks like it has feet.

Step 7: Pin the gloves to the sleeves.

Step 8: Fill the old pillowcase with stuffing such as hay, rags, or balled-up newspaper. Stick the open end over the neck. Then tie the open end with rope. Make a funny face on the pillow with paint or pen.

Step 9: Put a hat on its head.

Questions:

41. What is the author's main purpose in writing this article?
- e. To teach how to make scarecrow
 - f. To explain the function of scarecrow
 - g. To describe how the first scarecrow is made
 - h. To tell about the history of the scarecrow
42. What is the use of a scarecrow?
- e. To be a decoration in the garden
 - f. To make a surprise for the visitors
 - g. To scare the landlord
 - h. To chase the birds
43. Who does the word '*visitors*' in line 4 refer to?
- e. Guests
 - f. Crows
 - g. Grown-ups
 - h. Parents
44. What is the main material to build a scarecrow?
- a. Board
 - b. Cloth
 - c. Hammer
 - d. Stuffing
45. What should you and your grown-up helper do first?
- e. Lay the boards on the ground.
 - f. Put the shirt over the shoulders.
 - g. Nail the arm pieces.
 - h. Stuff the pillowcase.
46. What is the closest meaning of the word 'grown-up' in step 2?
- e. Teacher
 - f. Friends
 - g. Adults
 - h. Carpenter
47. What should you do after you finish putting the shirt on the scarecrow?
- e. Nail the pieces together.
 - f. Nail the end of one arm piece to the shoulder.
 - g. Put the skirt on the hips.
 - h. Stick the body to the ground.

48. Which step comes before you stuff the pillowcase?
- a. Paint a face on the pillowcase.
 - b. Pin gloves on the scarecrow.
 - c. Tie the end of the pillowcase.
 - d. Put a hat on the scarecrow.
49. What do the closest meaning of the word 'stuffing' in step 8?
- e. Materials to stuff
 - f. Trash to stuff
 - g. Leftovers to stuff
 - h. Weeds to stuff
50. What kind of text is this passage?
- a. Recount
 - b. Report
 - c. Procedure
 - d. Expository

Text 3

The Greatest Bridge in the World

Verrazano, an Italian about whom little is known, sailed into New York Harbour in 1524 and named it Angouleme. He described it as 'a very agreeable situation located within two small hills in the midst of which flowed a great river'. Though Verrazano is by no means considered to be a great explorer, his name will probably remain immortal, for on November 21st, 1964, the greatest bridge in the world was named after him.

The Verrazano Bridge, which was designed by Othmar Ammann, joins Brooklyn to Staten Island. It has a span of 4260 feet. The bridge is so long that the shape of the earth had to be taken into account by its designer two great towers support four huge cables. The towers are built on immense underwater platforms made of steel and concrete. The platforms extend to a depth of over 100 feet under the sea. These alone took sixteen months to build. Above the surface of the water, the towers rise to a height of nearly 700 feet. They support the cables from which the bridge has been suspended. Each of the four cables contains 26,108 lengths of wire. It has been estimated that if the bridge were packed with cars, it would still only be carrying a third of its total capacity. However, size and strength are not the only important things about the bridge. Despite its immensity, it is both simple and elegant, fulfilling its designer's dream to create 'an enormous object drawn as faintly as possible'.

Questions

51. What is this passage mostly talking about?
- a. The story of the bridge
 - b. The elements of the bridge
 - c. The strength of the bridge
 - d. The making of the bridge
52. What is the main idea of paragraph 1?
- e. The history of Angouleme
 - f. The elements of Verrazano bridge
 - g. The story of Verrazano
 - h. The New York Harbor expedition
53. Who is the architect of Verrazano Bridge?
- a. Verrazano
 - b. Angouleme
 - c. An Italian sailor
 - d. Othmar Amman
54. Angouleme refers to the _____.
- e. Harbor
 - f. Sailor
 - g. River
 - h. Bridge
55. What is the closest meaning of the word 'immortal' in line 9?
- e. Temporary
 - f. Forever
 - g. Famous
 - h. Remembered
56. How high are the platforms below the sea?
- e. 4260 feet
 - f. 100 feet
 - g. 700 feet
 - h. 26, 108 feet
57. What is the closest meaning of the word 'span' in line 9?
- a. Height
 - b. Distance
 - c. Wide
 - e. Cables

58. What is the closest meaning of the word ‘immense’ in line 9?
- Peculiar
 - Huge
 - Durable
 - Surprising
59. From paragraph 3, how can we picture the Verrazano Bridge?
- Immortal
 - Magnificent
 - Strong
 - Crowded
60. What kind of text is this passage?
- Narrative
 - Descriptive
 - Expository
 - Report

Text 4

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of ignorance as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as picky about visitors as he is about what he eats, be friends with some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have *fled*, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Questions:

- What is the most appropriate title for this passage?
- What can you tell about Gregory?
- What does Gregory love to do?
- What is Gregory’s food?
- What do you think is the meaning of ‘fled’ in line 13?

BAKER STREET

Preparation :

One copy of the handout cut into strips (if there are more than 20 students two copies of the handout should be cut up).

Procedure :

- The teacher draws the following diagram on the board or overhead projector. The situation is outlined to the students:

'These are five houses in Baker Street. One person lives in each house. The aim is to find out each person's name, whether he or she is married or not, what pet he or she owns, which books he or she likes and what he or she likes to drink.'

	12	14	16	18	20
Name					
Marital Status					
Pet					
Book					
Drink					

Each of you will get a piece of paper with some information on it. Share what you know and try to fill in the table.'

- Each student receives his strip of paper. It should be left entirely to the students how they organize the collection on information. The teacher's sole function is to remind the students to use English, should that be necessary.

If there are fewer than 20 students, each students should receive two strips.

Miss Dudd owns a dog.
The woman at No. 12 has two pets; a tortoise and a rabbit.
The dog owner drinks beer.
Mrs. Evans is married.
Mr. Abraham is a widower; his neighbour is divorced.
The married woman reads thrillers.
The woman who likes coffee does not own a pet.
No. 18 is the only house without a pet.
There are five pets in Baker Street; a cat, a dog, a canary, a rabbit and a tortoise.
The bachelor likes historical novels.
Mr. Abraham cannot read. He watches TV.
The widower and the spinster like beer.
Mrs. Birt likes to read books by Charles Dickens.
The whiskey drinker owns a canary.
The dog owner living next door to the bachelor is keen on love stories.
Mr. Charles lives between Miss Dudd and Mrs. Birt.
The married woman drinks wine.
The pet at No. 14 is a dog.
Mr. Abraham lives at No. 20.
The dog owner and the cat owner do not live next to each other.

Case Summaries

		Pre test	Post test
I Eksperimen	1	67	93
	2	62	87
	3	64	73
	4	76	87
	5	71	80
	6	67	73
	7	87	87
	8	73	87
	9	84	93
	10	62	73
	11	64	80
	12	64	73
	13	69	84
	14	69	80
	15	80	91
	16	51	62
	17	69	82
	18	78	87
	19	76	80
	20	67	84
	21	71	78
	22	69	78
	23	76	87
	24	71	80
	25	73	87
	26	67	87
	27	67	82
	28	64	67
	29	76	82
	30	71	80
	31	73	84
	32	60	76
	33	71	73
	34	69	71
Total N		34	34

Case Summaries

		Pre test	Post test
2 Kontrol	1	69	71
	2	73	73
	3	60	67
	4	82	73
	5	67	84
	6	71	84
	7	55	62
	8	64	82
	9	60	53
	10	67	80
	11	87	67
	12	62	67
	13	62	62
	14	62	78
	15	71	84
	16	73	71
	17	51	56
	18	69	89
	19	69	76
	20	62	87
	21	60	71
	22	64	78
	23	71	73
	24	69	87
	25	62	67
	26	82	71
	27	67	71
	28	64	82
	29	78	89
	30	58	73
	31	73	87
	32	69	84
	Total N	32	32
Total	N	66	66

Experimental Group

Frequencies

Statistics

		Pre test	Post test
N	Valid	34	34
	Missing	0	0
Mean		69.94	80.82
Median		69.00	81.00
Mode		67 ^a	87
Std. Deviation		6.980	7.242
Variance		48.724	52.453
Minimum		51	62
Maximum		87	93
Sum		2378	2748

a. Multiple modes exist. The smallest value is shown

Control Group

Frequencies

Statistics		Pre test	Post test
N	Valid	32	32
	Missing	0	0
Mean		67.28	74.97
Median		67.00	73.00
Mode		62 ^a	71
Std. Deviation		7.879	9.546
Variance		62.080	91.128
Minimum		51	53
Maximum		87	89
Sum		2153	2399

a. Multiple modes exist. The smallest value is shown

Eksperimen

One-Sample Kolmogorov-Smirnov Test

		Pre test	Post test
N		34	34
Normal Parameters ^{a,b}	Mean	69.94	80.82
	Std. Deviation	6.980	7.242
Most Extreme Differences	Absolute	.116	.131
	Positive	.116	.109
	Negative	-.101	-.131
Kolmogorov-Smirnov Z		.677	.765
Asymp. Sig. (2-tailed)		.748	.602

a. Test distribution is Normal.

b. Calculated from data.

Kontrol

One-Sample Kolmogorov-Smirnov Test

		Pre test	Post test
N		32	32
Normal Parameters ^{a,b}	Mean	67.28	74.97
	Std. Deviation	7.879	9.546
Most Extreme Differences	Absolute	.109	.113
	Positive	.109	.113
	Negative	-.084	-.113
Kolmogorov-Smirnov Z		.616	.640
Asymp. Sig. (2-tailed)		.842	.808

a. Test distribution is Normal.

b. Calculated from data.

T-Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre test	1 Eksperimen	34	69.94	6.980	1.197
	2 Kontrol	32	67.28	7.879	1.393
Post test	1 Eksperimen	34	80.82	7.242	1.242
	2 Kontrol	32	74.97	9.546	1.688
Peningkatan	1 Eksperimen	34	10.88	5.866	1.006
	2 Kontrol	32	7.69	10.069	1.780

Independent Samples Test

		F Test		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre test	Equal variances assumed	1.274	.247	1.454	64	.151	2.660	1.830	-.995	6.315
	Equal variances not assumed			1.448	61.956	.153	2.660	1.837	-1.011	6.331
Post test	Equal variances assumed	1.737	.060	2.817	64	.006	5.855	2.078	1.703	10.006
	Equal variances not assumed			2.794	57.761	.007	5.855	2.095	1.660	10.049
Peningkatan	Equal variances assumed	2.946	.001	1.587	64	.118	3.195	2.014	-.828	7.218
	Equal variances not assumed			1.563	49.248	.125	3.195	2.045	-.913	7.303



FRM/FBS/33-01

10 Jan 2011

31 Mei 2011

Nomor : 1278/H.34.12/PPN/2011
Lampiran : --
Hal : Permohonan Izin Survey/Observasi/Penelitian*)

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Using Contextual Analysis to Infer Word Meanings on Students' Reading Comprehension Ability in SMA Negeri 4 Yogyakarta

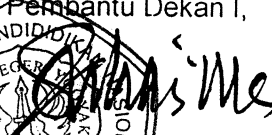
Mahasiswa dimaksud adalah :

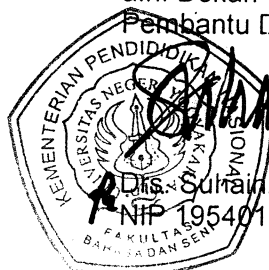
Nama : NOORIYYAH NOORUNNISA
NIM : 06202244141
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Mei s.d. Juni 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,


A. Dis. Gultani M. Saleh, M.A.
NIP. 19540120 197903 1 002





SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/4585/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 1278/H34.12/PP/V/2011.

Tanggal Surat : 31 MEI 2011.

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : NOORIYYAH NOORUNNISA.

NIP/NIM : 06202244141.

Alamat : Karangmalang Yogyakarta.

Judul : THE EFFECT OF USING CONTEXTUAL ANALISIS TO INFER RORD MEANINGS ON STUDENTS READING COMPREHENSION ABILITY IN SMA NEGERI 4 YOGYAKARTA.

Lokasi : Yogyakarta.

Waktu : 3 (Tiga) bulan

Mulai tanggal : 6 Juni s/d 6 September 2011

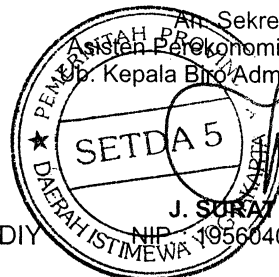
Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Waikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 06 Juni 2011

An. Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



J. SURAT DJUMADAL

NIP. 19560403 198209 1 001

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta Cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN KOTA YOGYAKARTA
SMA NEGERI 4 YOGYAKARTA

Jl. Magelang, Karangwaru Lor, Kota Yogyakarta 55241 Telp. (0274) 513245 Fax (0274) 582286
Web : www.patbhe-jogja.sch.id E-mail : info@patbhe-jogja.sch.id

15 Juni 2011

SURAT KETERANGAN
NOMOR : 070 / 1219

Yang bertandatangan di bawah ini :

Nama : Drs. H. SURADI, M.Pd.
NIP : 19531101 198003 1 007
Pangkat Golongan Ruang : Pembina Tk. I, Gol. IV / b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 4 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : NOORIYYAH NOORUNNISA
NO MHS / NIM : 06202244141
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta

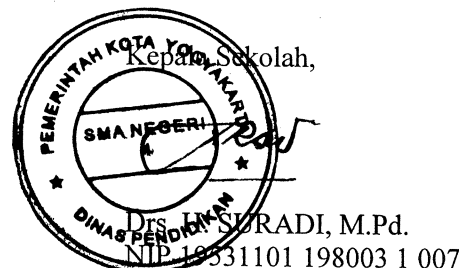
Telah melakukan Penelitian dengan judul Proposal :

**THE EFFECT OF USING CONTEXTUAL ANALYSIS TO INFER RORD MEANINGS ON
STUDENTS READING COMPREHENSION ABILITY
IN SMA NEGERI 4 YOGYAKARTA**

Dengan Guru Pembimbing : Dra. AN. Indarwati
NIP : 19561126 198103 2 008
Jabatan : Guru Bahasa Inggris

Yang dilaksanakan pada tanggal 1 - 15 Juni 2011 di SMA Negeri 4 Yogyakarta.

Demikian Surat Keterangan ini kami berikan untuk digunakan sebagaimana mestinya.



Tembusan Kepada :

- Yth. 1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Walikota Yogyakarta Cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY

READING COMPREHENSION ANSWER SHEET

Nama : _____

Kelas : X____ No. Absen: _____

Petunjuk: Isilah dengan tanda (X) jawaban yang menurut anda benar.

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 1. | A | B | C | D | 16. | A | B | C | D |
| 2. | A | B | C | D | 17. | A | B | C | D |
| 3. | A | B | C | D | 18. | A | B | C | D |
| 4. | A | B | C | D | 19. | A | B | C | D |
| 5. | A | B | C | D | 20. | A | B | C | D |
| 6. | A | B | C | D | 21. | A | B | C | D |
| 7. | A | B | C | D | 22. | A | B | C | D |
| 8. | A | B | C | D | 23. | A | B | C | D |
| 9. | A | B | C | D | 24. | A | B | C | D |
| 10. | A | B | C | D | 25. | A | B | C | D |
| 11. | A | B | C | D | 26. | A | B | C | D |
| 12. | A | B | C | D | 27. | A | B | C | D |
| 13. | A | B | C | D | 28. | A | B | C | D |
| 14. | A | B | C | D | 29. | A | B | C | D |
| 15. | A | B | C | D | 30. | A | B | C | D |

Petunjuk: Isilah dengan jawaban yang singkat, jelas dan benar menurut bacaan *Text 4*.

1. _____

2. _____

3. _____

4. _____

5. _____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA : SMA Negeri 4 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/ Genap
Teks : *Narrative text*
Aspek / Skill : Membaca
Alokasi Waktu : 4 x 45 Menit

A. Standar Kompetensi : 11. Membaca

Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar : 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Indikator

- Mengidentifikasi gagasan utama dalam teks naratif
- Mengidentifikasi informasi rinci dalam teks naratif
- Memahami penggunaan *context clues analysis to infer word meanings*

D. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Mengidentifikasi ciri-ciri dalam teks naratif.
- Memahami dan memilih jawaban yang tepat berdasarkan informasi didalam teks.
- Memahami dan mengaplikasikan penggunaan *context clues analysis to infer word meanings* dalam membaca.

E. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)

- Teks naratif

2. Sumber Belajar

- Anderson, Mark & Anderson, Kathy. 1997. *Text Types in English 2*. Australia: Macmillan.
- Christine Nuttall. 1987. *Teaching Reading Skills In A Foreign Language*. London: Heinemann Educational Books.

3. Metode

Three Phase Technique (Presentation-Practice-Production)

Task-Based Learning

4. Media Pembelajaran

- Powerpoint
- Lembar Kerja
- Kertas manila
- Spidol

5. Langkah-langkah Kegiatan

Pertemuan	Tahap Kegiatan	Aktivitas Siswa/ Guru	Alokasi Waktu
1	Pendahuluan	<ul style="list-style-type: none">• Guru membuka pelajaran dengan mengucapkan salam.• Guru menanyakan kabar siswa.• Guru mengecek kehadiran siswa.• Guru bertanya jawab tentang topik yang akan dibahas.• Guru memberitahu siswa bahwa kamus dan <i>alfalink</i> tidak dapat digunakan untuk pertemuan kali ini.	10'

	Inti	<p>Presentation</p> <ul style="list-style-type: none"> Guru menjelaskan tentang naratif teks (powerpoint) <p>Practice</p> <ul style="list-style-type: none"> Guru memberikan contoh teks bacaan naratif untuk latihan (terlampir) Guru membahas tentang isi dan topik teks naratif. Guru memberikan fokus pengajaran <i>context clues analysis</i> dengan membahas kata-kata sulit. Guru mengatur jalannya diskusi. <p>Production</p> <ul style="list-style-type: none"> Guru memberikan latihan soal (terlampir) 	<p>25'</p> <p>45'</p>
	Penutup	<ul style="list-style-type: none"> Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit. Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan. Guru menutup pelajaran dan menjelaskan materi pertemuan berikutnya. 	10'
2	Pendahuluan	<ul style="list-style-type: none"> Guru membuka pelajaran dengan mengucapkan salam. Guru menanyakan kabar siswa. Guru mengecek kehadiran siswa. Guru bertanya jawab tentang topik yang akan dibahas. Guru memberitahu siswa bahwa kamus dan <i>alfalink</i> tidak dapat digunakan untuk pertemuan kali ini. Guru mengulang materi pertemuan 	10'

Penilaian

- Bentuk penilaian: Pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

Unjuk kerja yang memiliki bobot 100 meliputi keaktifan di kelas, kelancaran membaca, dan ketepatan menjawab.

Mengetahui,
Guru Bahasa Inggris

Yogyakarta, 13 Mei 2011
Peneliti

An. Indarwati
NIP 19561126 198103 2 008

Nooriyyah Noorunnisa'
NIM 06202244141

Read and understand the passage below!

Many years ago, there lived a **hermit** in a forest in Sumatra. He did not grow food but **depended** on the jungle fruit to survive. Soon, there was a **drought**, and all the plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to **begging**. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they **refused** to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on hermit gave him some "paddy" seeds.

Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the "paddy" plants will turn into weeds."

The old hermit worked hard to clear the land and **sowed** the seeds before the rain came. Strangely, after a short period of time, the "paddy" was ready for harvesting. The old man got a lot of rice from the **harvest**. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful "paddy", they **flocked** to his "paddy" field and took home as much "paddy" as they could.

One day, hermit became so tired of harvesting the "paddy then he shouted," Oh, stop growing, you wretched thing!" As soon as he had said this, the "paddy" plants turned into weeds.

Instruction: **Rearrange jumbled paragraphs into a good composition.**

- A. One evening there was a terrible storm. It rained heavily and there was thunder and lightning in the sky above the royal castle. Then there was a knock at the castle gate. The old king went out to see who it could be.
- B. She put twenty mattress on top of the pea, and then twenty mattress on top of the pea, and then twenty blankets on top of the mattress. This was where the princess was going to spend the night.
- C. The next morning the queen asked the princess how she had slept.
- D. There once was a prince who wanted to marry a princess, but it had to be real princess. So he went all over the world looking for a real princess. Everywhere he met young ladies told him they were real princess, but could never be completely sure that this was true. There was always something about them that did not seem quite right. And so, after a long time, the prince went back home to his parents and was very sad.
- E. So the prince married the princess and the pea was put in a museum for everyone to see, unless someone has taken it, it's still there today.
- F. A princess was standing outside the gate. The rain ran down over her hair and clothes and into her shoes. She told the king that she was a real princess, and he asked her to come inside.
- G. "Well, said the old queen. We'll soon find out if that is true. She went into the guest bedroom and took the mattress and blanket of the bed. Then she put a little green pea on the bed.
- H. "Oh, it was terrible" answered the princess. I didn't close my eyes all night. I don't know what was in my bed, but I lay on something hard, and now I am black and blue all over. It was quite a terrible night."
- I. Now, the king, the queen and the prince could be sure that this was a real princess she had felt the little pea trough twenty mattresses and twenty blankets. Only a real princess will be able to do that.

Practice Activity

Introduction: Your friend Ryan has moved to a new country and is learning a new language. Read what he wrote in his diary and see if you can figure out the meaning to the underlined words.

“Dear Diary,

I overslept this morning. I had to eat my bowl of **poof-poofs** very quickly, and I almost missed the **tramzam**. When I got to school, I realized I had forgotten my **zilgping**. Luckily, Ms. Jutzi is very **zoosh**, and told me I could bring it tomorrow.

After school, some friends and I played **plingming**. It’s a new game I am learning. We scored 7 points and they only scored 5 points, so we were the **zoiters**!

Dad says that next weekend we’re going to the **fladder**. I can’t wait! I love to swim and play in the sand. I hope I don’t get sunburn though.

Well, I better go to bed soon. I don’t want to wake up late again and miss my **tramzam**!

Until tomorrow,

Ryan”

Guessing Answer

poof-poofs : _____

tramzam : _____

zilgping : _____

zoosh : _____

plingming : _____

zoiters : _____

fladder : _____

tramzam : _____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA : SMA Negeri 4 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/ Genap
Teks : *Descriptive text*
Aspek / Skill : Membaca & Menulis
Alokasi Waktu : 4 x 45 Menit

A. Standar Kompetensi : 11. Membaca

Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar : 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

12.1 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

C. Indikator

- Mengidentifikasi gagasan utama dalam teks deskriptif
- Mengidentifikasi informasi rinci dalam teks deskriptif
- Memahami penggunaan *context clues analysis to infer word meanings*
- Menggunakan tata bahasa, kosa kata, tanda baca, dan ejaan dengan akurat
- Menghasilkan teks deskriptif

E. Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Mengidentifikasi ciri-ciri dalam teks deskriptif.
- Memahami dan memilih jawaban yang tepat berdasarkan informasi didalam teks.
- Memahami dan mengaplikasikan penggunaan *context clues analysis to infer word meanings* dalam membaca.
- Menghasilkan teks deskriptif sesuai tema.

F. Kegiatan Pembelajaran

6. Materi Ajar (terlampir)

- Teks deskriptif

7. Sumber Belajar

- Anderson, Mark & Anderson, Kathy. 1997. *Text Types in English 2*. Australia: Macmillan.
- <http://www.understandingtext.blogspot.com>

8. Metode

Three Phase Technique (Presentation-Practice-Production)

Task-based Learning

9. Media Pembelajaran

- Powerpoint
- Lembar Kerja

10. Langkah-langkah Kegiatan

Pertemuan	Tahap Kegiatan	Aktivitas Siswa/ Guru	Alokasi Waktu
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F. Penilaian

- Bentuk penilaian: Pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:
Unjuk kerja yang memiliki bobot 100 meliputi keaktifan di kelas, kelancaran membaca, dan ketepatan menjawab.

Mengetahui,
Guru Bahasa Inggris

Yogyakarta, 13 Mei 2011
Peneliti

An. Indarwati
NIP 19561126 198103 2 008

Nooriyyah Noorunnisa'
NIM 06202244141

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is a famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Demak know this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to pulau panjang (panjang island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors.

NB: The underlined words are the omitted words to guess.

Group:

Group Members:

Instruction: Discuss with your friends in your group who you think are the 10 most famous people that you know and tell the reason! 😊

No.	Names of famous People	Reasons
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA : SMA Negeri 4 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/ Genap
Tema : *Announcement and advertisement*
Aspek / Skill : Membaca
Alokasi Waktu : 4 x 45 Menit

A. Standar Kompetensi : 11. Membaca

Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar : 11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari

D. Indikator

- Memahami isi sebuah teks pengumuman dan iklan
- Mengidentifikasi bagian-bagian yang ada dalam teks pengumuman dan iklan
- Mengidentifikasi topik dari teks yang dibaca
- Mengidentifikasi informasi yang ada pada teks

E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat memahami isi dan pola teks pengumuman dan iklan. Siswa juga mampu memahami penggunaan *context clues analysis to infer word meanings*.

F. Kegiatan Pembelajaran

1. Materi Ajar (terlampir)
 - Teks pengumuman dan iklan

- Lembar Kerja
- Surat Kabar *Jakarta Post*

2. Sumber Belajar

- Anderson, Mark & Anderson, Kathy. 1997. *Text Types in English 2*. Australia: Macmillan.
- Smart English teaching aids for Smart Chat class.

3. Media Pembelajaran

- Powerpoint
- Lembar Kerja
- Kertas manila
- Spidol

4. Langkah-langkah Kegiatan

Pertemuan	Tahap Kegiatan	Aktivitas Siswa/ Guru	Alokasi Waktu
1	Pendahuluan	<ul style="list-style-type: none"> • Guru membuka pelajaran dengan mengucapkan salam. • Guru menanyakan kabar siswa. • Guru mengecek kehadiran siswa. • Guru bertanya jawab tentang topik yang akan dibahas. • Guru memberitahu siswa bahwa kamus dan <i>alfalink</i> tidak dapat digunakan untuk pertemuan kali ini. 	10'
	Inti	<p>Presentation</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang pengumuman dan iklan. • Guru menjelaskan bagian-bagian didalam teks pengumuman dan iklan. <p>Practice</p> <ul style="list-style-type: none"> • Guru memberikan contoh untuk latihan 	25' 45'

		(terlampir) <ul style="list-style-type: none"> • Guru memberikan fokus pengajaran <i>context clues analysis</i> dengan membahas kata-kata sulit. • Guru mengatur jalannya diskusi. Production • Guru membagi siswa dalam kelompok. • Guru memberikan surat kabar <i>Jakarta post</i>. • Siswa mencari contoh teks pengumuman dan iklan. • Siswa mencari kata-kata sulit dan mengisi form yang diberikan oleh guru (terlampir) 	
	Penutup	<ul style="list-style-type: none"> • Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit. • Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan. • Guru menutup pelajaran dan menjelaskan materi pertemuan berikutnya. 	10'
2	Pendahuluan	<ul style="list-style-type: none"> • Guru membuka pelajaran dengan mengucapkan salam. • Guru menanyakan kabar siswa. • Guru mengecek kehadiran siswa. • Guru bertanya jawab tentang topik yang akan dibahas. • Guru memberitahu siswa bahwa kamus dan <i>alfalink</i> tidak dapat digunakan untuk pertemuan kali ini. • Guru mengulang materi pertemuan sebelumnya. 	10'

	Inti	<ul style="list-style-type: none"> • Guru membagi siswa dalam kelompok. • Guru memberikan lembar jawab manila dan spidol. • Guru mendiskusikan jawaban bersama siswa. • Guru membagi contoh soal-soal <i>context clues analysis</i>. • Guru dan siswa bersama-sama mendiskusikan jawaban. 	25' 45'
	Penutup	<ul style="list-style-type: none"> • Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit. • Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan. • Guru menutup pelajaran dan menjelaskan materi pertemuan berikutnya. 	10'

F. Penilaian

- Bentuk penilaian: Pengamatan siswa
- Jenis penilaian: Penilaian proses dan hasil
- Pedoman penilaian:

Unjuk kerja yang memiliki bobot 100 meliputi keaktifan di kelas, kelancaran membaca, dan ketepatan menjawab.

Mengetahui,
Guru Bahasa Inggris

Yogyakarta, 13 Mei 2011
Peneliti

An. Indarwati
NIP 19561126 198103 2 008

Nooriyyah Noorunnisa'
NIM 06202244141

Shoppers !

On the fourth floor today we have a lovely section of umbrellas. These umbrellas are the latest designs and come in fashionable lime green, orange and purple. Prices have been **slashed** by a whopping 30 percent. So don't delay. With winter just **around the corner**, come up to the fourth floor now and get yourself a bargain on a great umbrella!



Read these announcements then answer the questions.

1)

*A gift from heaven, we welcome to the world our
greatest joy!*

Introducing our little girl,

Renata Swann

Born on September 29th

at one o'clock in the afternoon

weighing 8 pounds, 2 ounces

18 inches long

at Western Memorial Hospital

California

Welcomed with love:

Brandon and Karen

1. What is the topic of the announcement above?
2. What is the purpose of the announcement?
3. When was the baby born?
4. How much are the height and the weight of the baby?
5. Where was the baby born?

2)

Announcing our celebration of love when we,

Nancy Davis

and

Tony Marshall

united our hearts and joined our families in a private ceremony in Rocky River, Ohio. As our friend, you were with us in our thoughts and prayers. We look forward to celebrating our happiness with you in the near future.

1. What is the topic of the announcement above?
2. What is the purpose of the announcement?
3. Who is the addressee of this announcement?
4. Where are they going to celebrate their wedding?

3)

We just moved! New house, new start! Just Moved!

We've moved to our new nest!

Our new home is at 101 Orange Road, Connecticut.

A new beginning,

Come and see our new home!

Amanda and David

1. What is the topic of the announcement above?
2. What is the purpose of the announcement?
3. Where did they move?

4)

New Year Discount!

It is with great pleasure to take this opportunity to inform you another news in the salon. Now, if you make an appointment to have more than one treatment done on the same day, we are offering a discount. For example, if you are having your hair done and also having us massaging your body, the cost for your body massage will be only \$25.00 instead of \$30.00.

We felt you would want to hear about this and are hoping to see you in the near future.

-FEMALE SALON-

1. What is the topic of the announcement above?
2. What is the purpose of the announcement?
3. Where did the announcement take place?
4. Who is the addressee of the announcement?
5. What is the special price offered by the salon?

Group Members:

HOW WELL DO YOU UNDERSTAND THE WORDS?

Instruction: Search for unfamiliar words that you find in the texts. Put the word in table.
Guess the meaning.

No.	Unfamiliar words	Guess the meanings!

VOCABULARY TEST (CONTEXT CLUES)

Petunjuk Pengisian

- a. Jawablah pertanyaan berikut ini pada lembar jawaban yang tersedia.
- b. Berilah tanda silang (X) pada salah satu pilihan jawaban (A, B, C, atau D) yang Anda anggap benar
- c. Waktu yang disediakan untuk vocabulary test adalah 60 menit.
- d. Selamat mengerjakan

Choose the right meaning of the word.

1. In our country, some people live in **remote** areas, but they do not complain about staying in those faraway places.
Remote means
 - a. Nyaman
 - b. Tertinggal
 - c. Terpencil
 - d. Maju
2. A person who has lost his parents by death is called an **orphan**.
Orphan means
 - a. Anak yg sakit
 - b. Anak yg hilang
 - c. Anak yatim
 - d. Anak angkat
3. Mary left her umbrella at her friend's house, so she got **drenched** during the rainstorm on her way home.
Drenched means
 - a. Berteduh
 - b. Sakit
 - c. Terjatuh
 - d. Basah kuyup
4. **Extinct** animals, animals that no longer exist, can only be seen in museums nowadays.
Extinct means
 - a. Punah
 - b. Bangkai
 - c. Tulang
 - d. Langka

5. I took the **tome** off the shelf and opened it to page 94. Then I began to read.
Tome means
- Makanan
 - Mimpi
 - Rokok
 - Buku
6. John was a **novice** at computer technology, but he studied and practiced with several experts, so he was confident that his final product would be an excellent one.
Novice means
- pamer
 - ahli
 - pengajar
 - pemula
7. Because Marek was a **negligent** babysitter, his younger brother ran off and fell into the river.
Negligent means
- Rajin
 - Pemalas
 - Lalai
 - Menyenangkan
8. **Submarine** is a ship which is designed to be used under the surface of the sea.
Submarine means
- Kapal pesiar
 - Kapal selam
 - Kapal feri
 - Kapal ikan
9. My uncle's **cattle**; cows, bulls, and goats, are blocking the way to the farm.
Cattle means
- Hewan
 - Ternak
 - Kandang
 - Ladang
10. Parents should be giving **guidance** to their children, so from the advice, children can learn about good morals in their life.
Guidance means
- Pengarahan
 - Peraturan
 - Peringatan
 - Larangan

11. I expected truthfulness from a doctor; I was shocked by his **mendacity**.
Mendacity means
- Kepintaran
 - Kemampuan
 - Kebohongan
 - Kelemahan
12. Sung was fascinated with the lectures and worked hard on his homework, unlike his classmate Ami, who seemed **indifferent** to everything, never participated in group discussions, and showed little interest in the readings.
Indifferent means
- Mudah bergaul
 - Tidak berminat
 - berbeda
 - tertarik
13. Raul is an **indulgent** father. For instance, he lets his daughter stay up as late as she likes and he never insists her to do her homework.
Indulgent means
- Galak
 - Perhatian
 - Memanjakan
 - Pelit
14. I wonder if that fruit is **edible**, can be eaten.
Edible means
- mentah
 - Tidak dapat dimakan
 - Dapat dimakan
 - Matang
15. Mom is asking me to buy **herbs** like ginger, pepper, and cinnamon at the market.
Herbs mean
- Sayur-sayuran
 - Biji-bijian
 - Buah-buahan
 - Rempah-rempah

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Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.667	0.805	0.621	A	0.133	-0.557	-0.352	
					B	0.667	0.805	0.621	*
					C	0.033	-0.664	-0.275	
					D	0.167	-0.495	-0.332	
					Other	0.000	-9.000	-9.000	
2	0-2	0.667	0.530	0.409	A	0.200	-0.309	-0.216	
					B	0.067	-0.622	-0.322	
					C	0.667	0.530	0.409	*
					D	0.067	-0.199	-0.103	
					Other	0.000	-9.000	-9.000	
3	0-3	0.633	0.800	0.625	A	0.133	-0.493	-0.312	
					B	0.633	0.800	0.625	*
					C	0.167	-0.677	-0.454	
					D	0.067	-0.199	-0.103	
					Other	0.000	-9.000	-9.000	
4	0-4	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
5	0-5	0.633	0.606	0.474	A	0.067	-0.727	-0.377	
					B	0.167	-0.495	-0.332	
					C	0.633	0.606	0.474	*
					D	0.133	-0.049	-0.031	
					Other	0.000	-9.000	-9.000	
6	0-6	0.667	1.000	0.824	A	0.100	-0.791	-0.463	
					B	0.100	-0.765	-0.447	
					C	0.667	1.000	0.824	*
					D	0.133	-0.535	-0.339	
					Other	0.000	-9.000	-9.000	
7	0-7	0.667	1.000	0.775	A	0.100	-0.791	-0.463	
					B	0.667	1.000	0.775	*
					C	0.133	-0.557	-0.352	
					D	0.100	-0.609	-0.356	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.633	0.558	0.436	A	0.067	-0.727	-0.377	
					B	0.633	0.558	0.436	*
					C	0.133	0.141	0.089	
					D	0.167	-0.586	-0.393	
					Other	0.000	-9.000	-9.000	
9	0-9	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	
10	0-10	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	
11	0-11	0.667	0.843	0.650	A	0.100	-0.583	-0.341	
					B	0.100	-0.402	-0.235	
					C	0.667	0.843	0.650	*
					D	0.133	-0.620	-0.393	
					Other	0.000	-9.000	-9.000	
12	0-12	0.367	0.699	0.546	A	0.200	0.016	0.011	
					B	0.333	-0.592	-0.457	
					C	0.367	0.699	0.546	*
					D	0.100	-0.298	-0.174	
					Other	0.000	-9.000	-9.000	
13	0-13	0.667	0.943	0.727	A	0.667	0.943	0.727	*
					B	0.133	-0.662	-0.419	
					C	0.100	-0.609	-0.356	
					D	0.100	-0.531	-0.311	
					Other	0.000	-9.000	-9.000	
14	0-14	0.700	0.844	0.640	A	0.067	-0.727	-0.377	
					B	0.700	0.844	0.640	*
					C	0.133	-0.514	-0.326	
					D	0.100	-0.506	-0.296	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.667	0.793	0.611	A	0.133	-0.641	-0.406	
					B	0.067	-0.551	-0.286	
					C	0.667	0.793	0.611	*
					D	0.133	-0.366	-0.232	
					Other	0.000	-9.000	-9.000	
16	0-16	0.400	0.506	0.399	A	0.067	-0.270	-0.140	
					B	0.433	-0.044	-0.035	
					C	0.100	-0.817	-0.478	
					D	0.400	0.506	0.399	*
					Other	0.000	-9.000	-9.000	
17	0-17	0.633	0.751	0.587	A	0.633	0.751	0.587	*
					B	0.133	-0.303	-0.192	
					C	0.100	-0.531	-0.311	
					D	0.133	-0.578	-0.366	
					Other	0.000	-9.000	-9.000	
18	0-18	0.567	0.426	0.338	A	0.567	0.426	0.338	*
					B	0.167	0.033	0.022	
					C	0.067	-0.023	-0.012	
					D	0.200	-0.618	-0.432	
					Other	0.000	-9.000	-9.000	
19	0-19	0.667	0.905	0.698	A	0.133	-0.852	-0.540	
					B	0.667	0.905	0.698	*
					C	0.133	-0.261	-0.165	
					D	0.067	-0.692	-0.359	
					Other	0.000	-9.000	-9.000	
20	0-20	0.667	0.605	0.467	A	0.667	0.605	0.467	*
					B	0.100	-0.298	-0.174	
					C	0.067	-0.235	-0.122	
					D	0.167	-0.549	-0.368	
					Other	0.000	-9.000	-9.000	
21	0-21	0.633	1.000	0.870	A	0.633	1.000	0.870	*
					B	0.133	-0.662	-0.419	
					C	0.133	-0.641	-0.406	
					D	0.100	-0.791	-0.463	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.567	0.831	0.660	A	0.233	-0.354	-0.256	*
					B	0.067	-0.622	-0.322	
					C	0.567	0.831	0.660	
					D	0.133	-0.641	-0.406	
					Other	0.000	-9.000	-9.000	
23	0-23	0.500	0.633	0.505	A	0.100	-0.739	-0.432	*
					B	0.267	-0.369	-0.274	
					C	0.500	0.633	0.505	
					D	0.133	-0.007	-0.004	
					Other	0.000	-9.000	-9.000	
24	0-24	0.633	1.000	0.889	A	0.633	1.000	0.889	*
					B	0.133	-0.810	-0.513	
					C	0.067	-0.692	-0.359	
					D	0.167	-0.659	-0.442	
					Other	0.000	-9.000	-9.000	
25	0-25	0.667	0.742	0.573	A	0.100	-0.480	-0.281	*
					B	0.067	-0.516	-0.268	
					C	0.167	-0.477	-0.319	
					D	0.667	0.742	0.573	
					Other	0.000	-9.000	-9.000	
26	0-26	0.533	0.431	0.344	A	0.267	-0.023	-0.017	*
					B	0.067	0.012	0.006	
					C	0.533	0.431	0.344	
					D	0.133	-0.768	-0.486	
					Other	0.000	-9.000	-9.000	
27	0-27	0.667	0.793	0.611	A	0.667	0.793	0.611	*
					B	0.100	-0.609	-0.356	
					C	0.133	-0.155	-0.098	
					D	0.100	-0.843	-0.493	
					Other	0.000	-9.000	-9.000	
28	0-28	0.967	-0.133	-0.055	A	0.000	-9.000	-9.000	*
					B	0.967	-0.133	-0.055	
					C	0.033	0.133	0.055	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
CHECK THE KEY					C	0.033	0.133	0.055	?
B was specified, C works better					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.433	0.592	0.470	A	0.267	-0.646	-0.480	
					B	0.200	-0.276	-0.193	
					C	0.433	0.592	0.470	*
					D	0.100	0.324	0.190	
					Other	0.000	-9.000	-9.000	
30	0-30	0.667	0.767	0.592	A	0.133	-0.176	-0.112	
					B	0.667	0.767	0.592	*
					C	0.100	-0.765	-0.447	
					D	0.100	-0.609	-0.356	
					Other	0.000	-9.000	-9.000	

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There were 30 examinees in the data file.

Scale Statistics

```

Scale:          0
-----
N of Items      30
N of Examinees  30
Mean            19.833
Variance        53.672
Std. Dev.       7.326
Skew            -0.212
Kurtosis        -1.582
Minimum         8.000
Maximum         29.000
Median          22.000
Alpha           0.919
SEM             2.090
Mean P          0.661
Mean Item-Tot.  0.566
Mean Biserial   0.714
  
```

```

4  1  Scores for examinees from file data3n30.dat
1   16.00   16   29.00
2   17.00   17   10.00
3   11.00   18   15.00
4   28.00   19   25.00
5   28.00   20   26.00
6    9.00   21   14.00
7   26.00   22   25.00
8   22.00   23   27.00
9   28.00   24   13.00
10  11.00   25    8.00
11  23.00   26   28.00
12  10.00   27   29.00
13  11.00   28   28.00
14  25.00   29   23.00
15  18.00   30   12.00
  
```

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Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	✓
2	0-2	0.677	0.770	0.591	A	0.129	-0.440	-0.276	
					B	0.677	0.770	0.591	*
					C	0.032	-0.693	-0.283	✓
					D	0.161	-0.546	-0.363	
					Other	0.000	-9.000	-9.000	
3	0-3	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	✓
4	0-4	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	✓
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
5	0-5	0.645	0.973	0.757	A	0.645	0.973	0.757	*
					B	0.129	-0.674	-0.423	
					C	0.129	-0.589	-0.370	
					D	0.097	-0.562	-0.326	
					Other	0.000	-9.000	-9.000	
6	0-6	0.677	0.670	0.514	A	0.677	0.670	0.514	*
					B	0.129	-0.269	-0.169	
					C	0.065	-0.438	-0.225	
					D	0.129	-0.610	-0.383	
					Other	0.000	-9.000	-9.000	
7	0-7	0.645	0.527	0.410	A	0.226	-0.300	-0.216	
					B	0.065	-0.581	-0.298	
					C	0.645	0.527	0.410	*
					D	0.065	-0.260	-0.134	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.645	0.792	0.616	A	0.129	-0.419	-0.263	
					B	0.645	0.792	0.616	*
					C	0.161	-0.748	-0.498	
					D	0.065	-0.189	-0.097	
					Other	0.000	-9.000	-9.000	
9	0-9	0.548	0.422	0.336	A	0.548	0.422	0.336	*
					B	0.194	-0.147	-0.102	
					C	0.065	0.060	0.031	
					D	0.194	-0.490	-0.340	
					Other	0.000	-9.000	-9.000	
10	0-10	0.645	0.949	0.738	A	0.129	-0.674	-0.423	
					B	0.645	0.949	0.738	*
					C	0.129	-0.483	-0.303	
					D	0.097	-0.641	-0.371	
					Other	0.000	-9.000	-9.000	
11	0-11	0.645	0.600	0.466	A	0.645	0.600	0.466	*
					B	0.097	-0.274	-0.159	
					C	0.097	-0.222	-0.129	
					D	0.161	-0.565	-0.376	
					Other	0.000	-9.000	-9.000	
12	0-12	0.387	0.528	0.415	A	0.065	-0.403	-0.207	
					B	0.452	-0.060	-0.047	
					C	0.097	-0.745	-0.432	
					D	0.387	0.528	0.415	*
					Other	0.000	-9.000	-9.000	
13	0-13	0.613	1.000	0.865	A	0.613	1.000	0.865	*
					B	0.129	-0.632	-0.397	
					C	0.129	-0.696	-0.437	
					D	0.129	-0.674	-0.423	
					Other	0.000	-9.000	-9.000	
14	0-14	0.645	1.000	0.832	A	0.645	1.000	0.832	*
					B	0.129	-0.738	-0.463	
					C	0.065	-0.652	-0.334	
					D	0.161	-0.656	-0.437	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.645	0.732	0.570	A	0.645	0.732	0.570	*
					B	0.097	-0.641	-0.371	
					C	0.161	-0.106	-0.071	
					D	0.097	-0.798	-0.462	
					Other	0.000	-9.000	-9.000	
16	0-16	0.645	0.660	0.513	A	0.065	-0.687	-0.353	*
					B	0.161	-0.528	-0.351	
					C	0.645	0.660	0.513	
					D	0.129	-0.142	-0.089	
					Other	0.000	-9.000	-9.000	
17	0-17	0.613	0.468	0.368	A	0.065	-0.616	-0.316	*
					B	0.613	0.468	0.368	
					C	0.129	0.199	0.125	
					D	0.194	-0.522	-0.363	
					Other	0.000	-9.000	-9.000	
18	0-18	0.677	0.932	0.716	A	0.065	-0.723	-0.371	*
					B	0.677	0.932	0.716	
					C	0.161	-0.638	-0.424	
					D	0.097	-0.510	-0.296	
					Other	0.000	-9.000	-9.000	
19	0-19	0.677	0.645	0.495	A	0.677	0.645	0.495	*
					B	0.161	-0.840	-0.558	
					C	0.065	0.522	0.268	
					D	0.097	-0.536	-0.311	
					Other	0.000	-9.000	-9.000	
20	0-20	0.677	1.000	0.783	A	0.097	-0.719	-0.417	*
					B	0.097	-0.641	-0.371	
					C	0.677	1.000	0.783	
					D	0.129	-0.632	-0.397	
					Other	0.000	-9.000	-9.000	
21	0-21	0.645	0.841	0.654	A	0.129	-0.802	-0.504	*
					B	0.645	0.841	0.654	
					C	0.161	-0.290	-0.193	
					D	0.065	-0.581	-0.298	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics					
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key	
22	0-22	0.677	0.833	0.639	A	0.097	-0.484	-0.280	*	
					B	0.097	-0.484	-0.280		
					C	0.677	0.833	0.639		
					D	0.129	-0.632	-0.397		
					Other	0.000	-9.000	-9.000		
23	0-23	0.677	0.683	0.524	A	0.097	-0.510	-0.296	*	
					B	0.065	-0.474	-0.243		
					C	0.161	-0.400	-0.266		
					D	0.677	0.683	0.524		
					Other	0.000	-9.000	-9.000		
24	0-24	0.613	0.714	0.561	A	0.613	0.714	0.561	*	
					B	0.129	-0.397	-0.249		
					C	0.129	-0.440	-0.276		
					D	0.129	-0.461	-0.290		
					Other	0.000	-9.000	-9.000		
25	0-25	0.968	-0.176	-0.072	A	0.000	-9.000	-9.000	*	
					B	0.968	-0.176	-0.072		
					C	0.032	0.176	0.072		?
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
					CHECK THE KEY B was specified, C works better					
26	0-26	0.677	0.795	0.610	A	0.129	-0.248	-0.156	*	
					B	0.677	0.795	0.610		
					C	0.097	-0.693	-0.402		
					D	0.097	-0.667	-0.387		
					Other	0.000	-9.000	-9.000		
27	0-27	0.677	0.745	0.572	A	0.129	-0.738	-0.463	*	
					B	0.677	0.745	0.572		
					C	0.129	-0.269	-0.169		
					D	0.065	-0.438	-0.225		
					Other	0.000	-9.000	-9.000		
28	0-28	0.516	0.657	0.524	A	0.097	-0.222	-0.129	*	
					B	0.516	0.657	0.524		
					C	0.290	-0.739	-0.558		
					D	0.097	0.171	0.099		
					Other	0.000	-9.000	-9.000		

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file data3n31.dat

Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.355	0.738	0.574	A	0.258	-0.073	-0.054	
					B	0.323	-0.558	-0.428	
					C	0.355	0.738	0.574	*
					D	0.065	-0.403	-0.207	
					Other	0.000	-9.000	-9.000	
30	0-30	0.645	0.600	0.466	A	0.065	-0.083	-0.042	
					B	0.645	0.600	0.466	*
					C	0.161	-0.400	-0.266	
					D	0.129	-0.546	-0.343	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file data3n31.dat

Page 6

There were 31 examinees in the data file.

Scale Statistics

```

Scale:          0
-----
N of Items      30
N of Examinees  31
Mean            20.161
Variance        51.748
Std. Dev.       7.194
Skew            -0.085
Kurtosis        -1.684
Minimum         9.000
Maximum         29.000
Median          23.000
Alpha           0.915
SEM             2.094
Mean P          0.672
Mean Item-Tot.  0.557
Mean Biserial   0.707
  
```

```

4  1  Scores for examinees from file data3n31.dat
1   27.00      17   12.00
2   11.00      18   13.00
3   29.00      19   14.00
4   24.00      20   11.00
5   10.00      21   13.00
6   29.00      22   28.00
7   29.00      23   14.00
8   26.00      24   28.00
9   27.00      25    9.00
10  24.00      26   15.00
11  13.00      27   14.00
12  24.00      28   13.00
13  29.00      29   28.00
14  23.00      30   24.00
15  29.00      31   15.00
16  20.00
  
```

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.622	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	9.43	6.944	.045	.730
q2	8.77	5.564	.482	.519
q3	9.50	6.603	.374	.583
q4	8.97	3.964	.546	.465
q5	8.67	5.264	.593	.467

Reliability

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.733	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	9.48	6.791	.368	.732
Item2	9.06	6.462	.468	.697
Item3	9.81	7.495	.377	.729
Item4	9.26	4.331	.652	.628
Item5	8.97	5.766	.696	.614

BAKER STREET

Preparation :

One copy of the handout cut into strips (if there are more than 20 students two copies of the handout should be cut up).

Procedure :

- The teacher draws the following diagram on the board or overhead projector. The situation is outlined to the students:

'These are five houses in Baker Street. One person lives in each house. The aim is to find out each person's name, whether he or she is married or not, what pet he or she owns, which books he or she likes and what he or she likes to drink.'

	12	14	16	18	20
Name					
Marital Status					
Pet					
Book					
Drink					

Each of you will get a piece of paper with some information on it. Share what you know and try to fill in the table.'

- Each student receives his strip of paper. It should be left entirely to the students how they organize the collection on information. The teacher's sole function is to remind the students to use English, should that be necessary.

If there are fewer than 20 students, each students should receive two strips.

Miss Dudd owns a dog.
The woman at No. 12 has two pets; a tortoise and a rabbit.
The dog owner drinks beer.
Mrs. Evans is married.
Mr. Abraham is a widower; his neighbour is divorced.
The married woman reads thrillers.
The woman who likes coffee does not own a pet.
No. 18 is the only house without a pet.
There are five pets in Baker Street; a cat, a dog, a canary, a rabbit and a tortoise.
The bachelor likes historical novels.
Mr. Abraham cannot read. He watches TV.
The widower and the spinster like beer.
Mrs. Birt likes to read books by Charles Dickens.
The whiskey drinker owns a canary.
The dog owner living next door to the bachelor is keen on love stories.
Mr. Charles lives between Miss Dudd and Mrs. Birt.
The married woman drinks wine.
The pet at No. 14 is a dog.
Mr. Abraham lives at No. 20.
The dog owner and the cat owner do not live next to each other.

Case Summaries

		Pre test	Post test
I Eksperimen	1	67	93
	2	62	87
	3	64	73
	4	76	87
	5	71	80
	6	67	73
	7	87	87
	8	73	87
	9	84	93
	10	62	73
	11	64	80
	12	64	73
	13	69	84
	14	69	80
	15	80	91
	16	51	62
	17	69	82
	18	78	87
	19	76	80
	20	67	84
	21	71	78
	22	69	78
	23	76	87
	24	71	80
	25	73	87
	26	67	87
	27	67	82
	28	64	67
	29	76	82
	30	71	80
	31	73	84
	32	60	76
	33	71	73
	34	69	71
Total N		34	34

Case Summaries

		Pre test	Post test
2 Kontrol	1	69	71
	2	73	73
	3	60	67
	4	82	73
	5	67	84
	6	71	84
	7	55	62
	8	64	82
	9	60	53
	10	67	80
	11	87	67
	12	62	67
	13	62	62
	14	62	78
	15	71	84
	16	73	71
	17	51	56
	18	69	89
	19	69	76
	20	62	87
	21	60	71
	22	64	78
	23	71	73
	24	69	87
	25	62	67
	26	82	71
	27	67	71
	28	64	82
	29	78	89
	30	58	73
	31	73	87
	32	69	84
	Total N	32	32
Total	N	66	66

Experimental Group

Frequencies

Statistics

		Pre test	Post test
N	Valid	34	34
	Missing	0	0
Mean		69.94	80.82
Median		69.00	81.00
Mode		67 ^a	87
Std. Deviation		6.980	7.242
Variance		48.724	52.453
Minimum		51	62
Maximum		87	93
Sum		2378	2748

a. Multiple modes exist. The smallest value is shown

Control Group

Frequencies

Statistics			
		Pre test	Post test
N	Valid	32	32
	Missing	0	0
Mean		67.28	74.97
Median		67.00	73.00
Mode		62 ^a	71
Std. Deviation		7.879	9.546
Variance		62.080	91.128
Minimum		51	53
Maximum		87	89
Sum		2153	2399

a. Multiple modes exist. The smallest value is shown

Eksperimen

One-Sample Kolmogorov-Smirnov Test

		Pre test	Post test
N		34	34
Normal Parameters ^{a,b}	Mean	69.94	80.82
	Std. Deviation	6.980	7.242
Most Extreme Differences	Absolute	.116	.131
	Positive	.116	.109
	Negative	-.101	-.131
Kolmogorov-Smirnov Z		.677	.765
Asymp. Sig. (2-tailed)		.748	.602

a. Test distribution is Normal.

b. Calculated from data.

Kontrol

One-Sample Kolmogorov-Smirnov Test

		Pre test	Post test
N		32	32
Normal Parameters ^{a,b}	Mean	67.28	74.97
	Std. Deviation	7.879	9.546
Most Extreme Differences	Absolute	.109	.113
	Positive	.109	.113
	Negative	-.084	-.113
Kolmogorov-Smirnov Z		.616	.640
Asymp. Sig. (2-tailed)		.842	.808

a. Test distribution is Normal.

b. Calculated from data.

T-Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre test	1 Eksperimen	34	69.94	6.980	1.197
	2 Kontrol	32	67.28	7.879	1.393
Post test	1 Eksperimen	34	80.82	7.242	1.242
	2 Kontrol	32	74.97	9.546	1.688
Peningkatan	1 Eksperimen	34	10.88	5.866	1.006
	2 Kontrol	32	7.69	10.069	1.780

Independent Samples Test

		F Test		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre test	Equal variances assumed	1.274	.247	1.454	64	.151	2.660	1.830	-.995	6.315
	Equal variances not assumed			1.448	61.956	.153	2.660	1.837	-1.011	6.331
Post test	Equal variances assumed	1.737	.060	2.817	64	.006	5.855	2.078	1.703	10.006
	Equal variances not assumed			2.794	57.761	.007	5.855	2.095	1.660	10.049
Peningkatan	Equal variances assumed	2.946	.001	1.587	64	.118	3.195	2.014	-.828	7.218
	Equal variances not assumed			1.563	49.248	.125	3.195	2.045	-.913	7.303



FRM/FBS/33-01

10 Jan 2011

31 Mei 2011

Nomor : 1278/H.34.12/PPN/2011
Lampiran : --
Hal : Permohonan Izin Survey/Observasi/Penelitian*)

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Using Contextual Analysis to Infer Word Meanings on Students' Reading Comprehension Ability in SMA Negeri 4 Yogyakarta

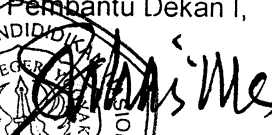
Mahasiswa dimaksud adalah :

Nama : NOORIYYAH NOORUNNISA
NIM : 06202244141
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Mei s.d. Juni 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,


A. Dis. Gultani M. Saleh, M.A.
NIP. 19540120 197903 1 002





SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/4585/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 1278/H34.12/PP/V/2011.

Tanggal Surat : 31 MEI 2011.

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : NOORIYYAH NOORUNNISA.

NIP/NIM : 06202244141.

Alamat : Karangmalang Yogyakarta.

Judul : THE EFFECT OF USING CONTEXTUAL ANALISIS TO INFER RORD MEANINGS ON STUDENTS READING COMPREHENSION ABILITY IN SMA NEGERI 4 YOGYAKARTA.

Lokasi : Yogyakarta.

Waktu : 3 (Tiga) bulan

Mulai tanggal : 6 Juni s/d 6 September 2011

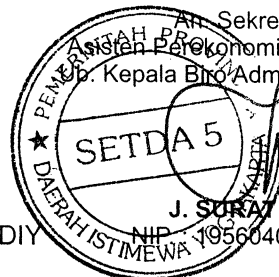
Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Waikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 06 Juni 2011

An. Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



J. SURAT DJUMADAL

NIP. 19560403 198209 1 001

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta Cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN KOTA YOGYAKARTA
SMA NEGERI 4 YOGYAKARTA

Jl. Magelang, Karangwaru Lor, Kota Yogyakarta 55241 Telp. (0274) 513245 Fax (0274) 582286
Web : www.patbhe-jogja.sch.id E-mail : info@patbhe-jogja.sch.id

15 Juni 2011

SURAT KETERANGAN
NOMOR : 070 / 1219

Yang bertandatangan di bawah ini :

Nama : Drs. H. SURADI, M.Pd.
NIP : 19531101 198003 1 007
Pangkat Golongan Ruang : Pembina Tk. I, Gol. IV / b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 4 Yogyakarta

Dengan ini menerangkan bahwa :

Nama : NOORIYYAH NOORUNNISA
NO MHS / NIM : 06202244141
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta

Telah melakukan Penelitian dengan judul Proposal :

**THE EFFECT OF USING CONTEXTUAL ANALYSIS TO INFER RORD MEANINGS ON
STUDENTS READING COMPREHENSION ABILITY
IN SMA NEGERI 4 YOGYAKARTA**

Dengan Guru Pembimbing : Dra. AN. Indarwati
NIP : 19561126 198103 2 008
Jabatan : Guru Bahasa Inggris

Yang dilaksanakan pada tanggal 1 - 15 Juni 2011 di SMA Negeri 4 Yogyakarta.

Demikian Surat Keterangan ini kami berikan untuk digunakan sebagaimana mestinya.



Tembusan Kepada :

- Yth. 1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Walikota Yogyakarta Cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY